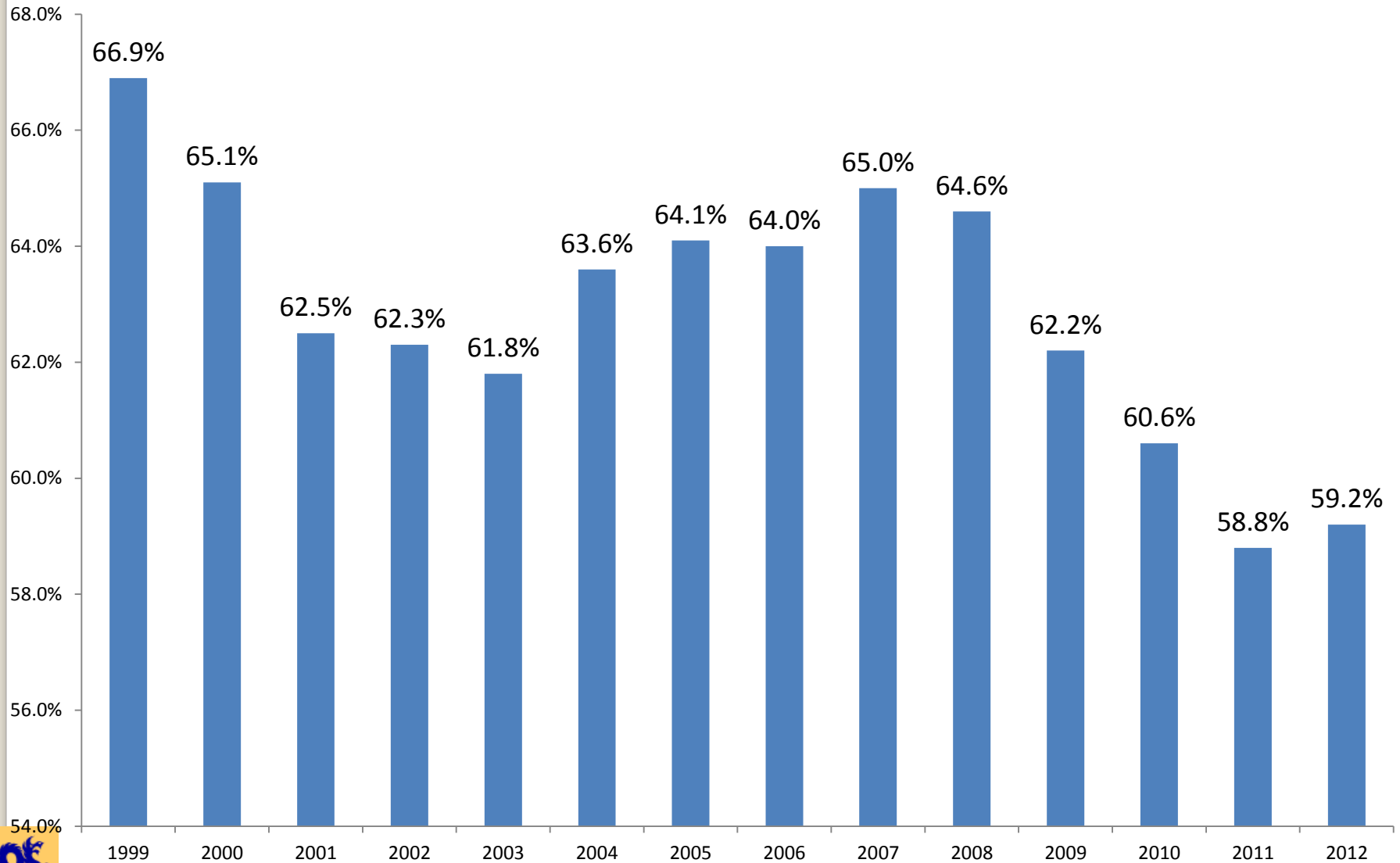


Problems in Hiring Teens

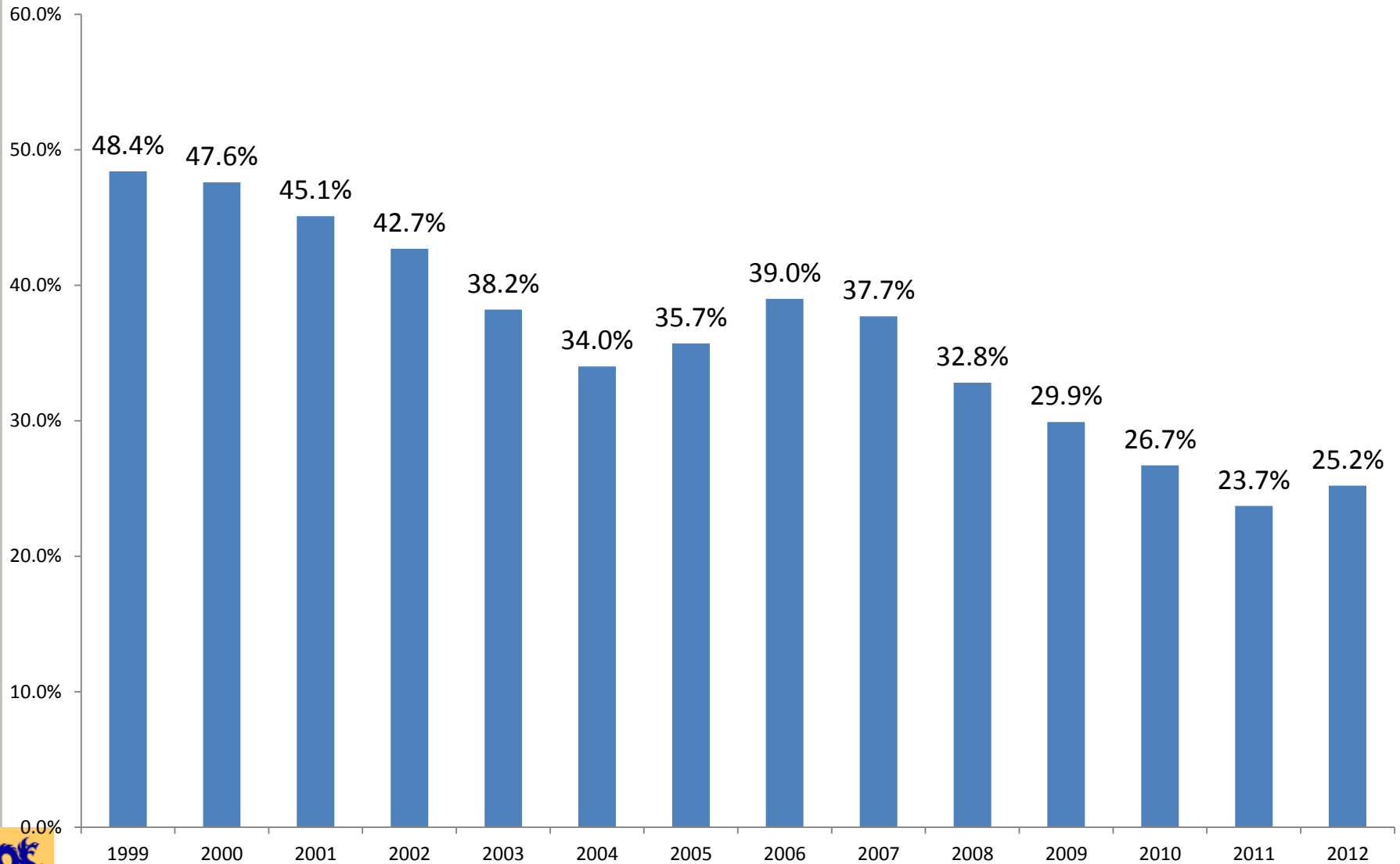
Paul E. Harrington
Center for Labor Markets and Policy
Drexel University



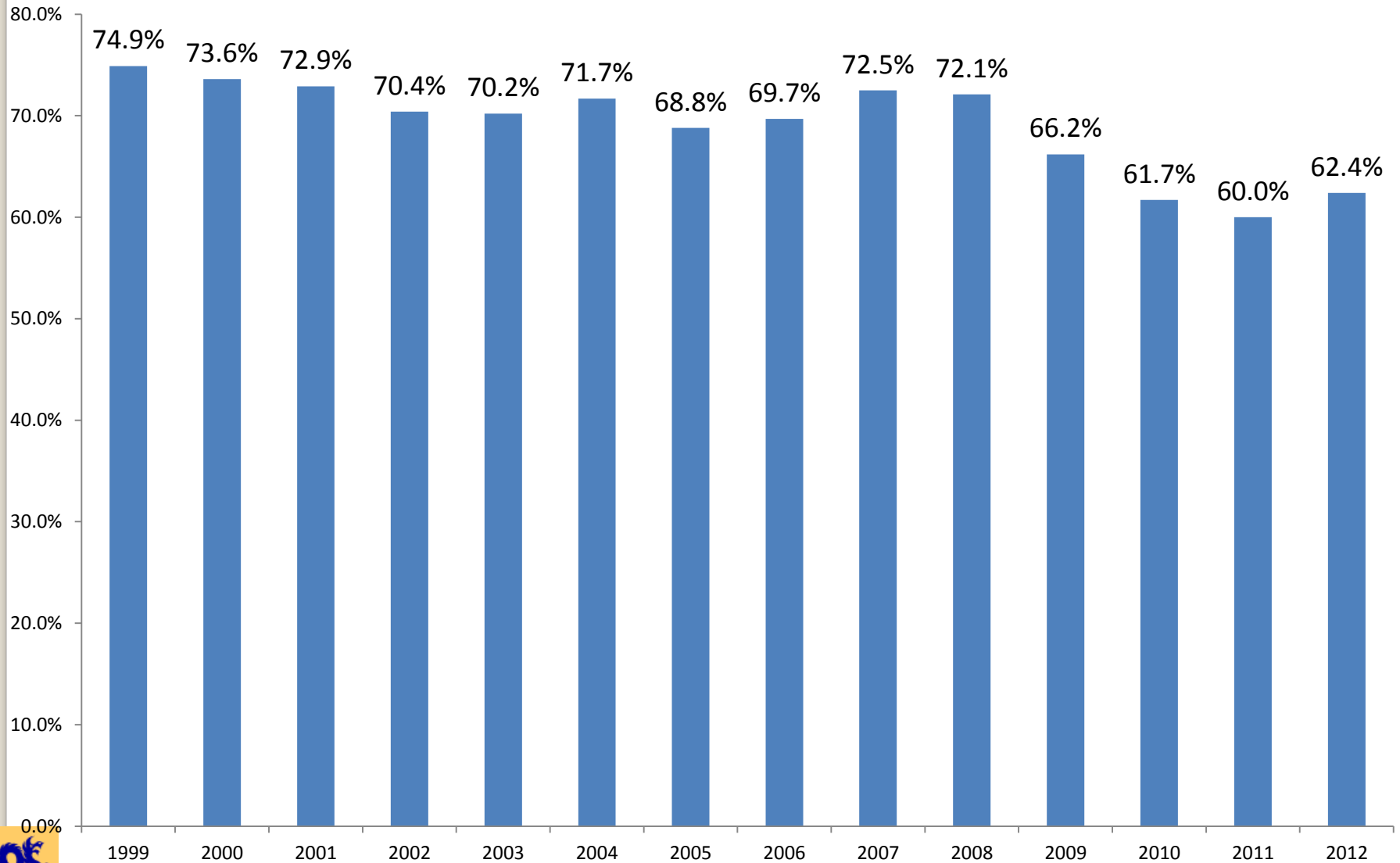
Employment to Population Ratio Of the 16+ Civilian Population in Washington



Employment to Population Ratio of 16-19 Year Olds in Washington



Employment to Population Ratio of the 20-24 Year Old Population in Washington



Gains to High School Work Experience

- Ruhm, NLS- 1979 followed up freshman and sophomores- Measured in school work while in high school and connected this to employment and earnings status in 1988-90
- 6-9 years later found that among employed those who worked while in school had earnings that were 22 percent higher than those who did not work
- Those who worked were more likely to have employer sponsored health insurance and participate in employer pension plan
- Light study of the earning advantages of college grads relative to high school graduates.
- Found that about 25% of early post college grad earnings advantage associated with work experience while in college.
- Nearly half of the earnings premium for community college grads associated with work experience while in school (Molitor and Duane)

Gains to High School Work Experience

Youth Development Study, Mortimer found:



2008-2009-2010

Annual Average Employment by National Employment of 16-19 Year-Old High School Students

**Employed:
2,655,866**

Occasional

- Low Duration
- Low Intensity

728,944
27.4%

Sporadic

- Low Duration
- High Intensity

762,497
28.7%

Steady

- High Duration
- Low Intensity

647,130
24.4%

Most Invested

- High Duration
- High Intensity

517,295
19.5%

Employment and Work Behavior Among High School Students 2008-2009-2010

Occasional

- Students work less than 6 months in prior year
- Students work fewer than 20 hours per week

Mean Annual Hours = 140
Mean Weeks of Work = 13
Mean Hours Per Week = 10

Employment and Work Behavior Among High School Students 2008-2009-2010

Steady

- Students work more than 6 months in prior year
- Students work fewer than 20 hours per week

Mean Annual Hours = 466
Mean Weeks of Work = 42
Mean Hours Per Week = 11

Employment and Work Behavior Among High School Students 2008-2009-2010

Sporadic

- Students work less than 6 months in prior year
- Students work more than 20 hours per week

Mean Annual Hours = 290
Mean Weeks of Work = 10
Mean Hours Per Week = 29



Employment and Work Behavior Among High School Students 2008-2009-2010

Most Invested

- Students work more than 6 months in prior year
- Students work more than 20 hours per week

Mean Annual Hours = 1183

Mean Weeks of Work = 44

Mean Hours Per Week = 27



Trends in Employment Change of High School Students Over the Decade, U.S.

	1998-1999- 2000	2008-2009- 2010	Absolute Change	Relative Change
Employed	4,498,708	2,655,866	-1,842,842	-41.0%
Most Invested	1,239,637	517,295	-722,342	-58.3%
Sporadic	1,192,117	647,130	-544,987	-45.7%
Steady	1,129,899	762,497	-367,402	-32.5%
Occasional	937,055	728,944	-208,111	-22.5%

Changes in the Employment Population Ratio and Weeks and Hours of Work

		1998-1999-2000	2008-2009-2010	Absolute Change	Relative Change
Most Invested	Total E/P	47.5%	25.1%	-22.4%	-47.2%
	Annual Hours	1091	1183	92	8.4%
	Mean Weeks	42	44	2	4.8%
	Mean Hours	26	27	1	3.8%
Sporadic	Annual Hours	308	291	-17	-5.5%
	Mean Weeks	11	10	-1	-9.1%
	Mean Hours	29	29	0	0%
Steady	Annual Hours	492	466	-26	-5.3%
	Mean Weeks	41	42	1	2.4%
	Mean Hours	12	11	-1	-8.3%
Occasional	Annual Hours	127	111	-16	-12.6%
	Mean Weeks	11	10	-1	-9.1%
	Mean Hours	11	10	-1	-9.1%

Distribution of Employed High School Students Aged 16-19, by Nature of Employment

	1998-1999- 2000	2008-2009- 2010	Absolute Change	Relative Change
Most Invested	27.6	19.5	-8.1	-29.3%
Sporadic	26.5	24.4	-2.1	-7.9%
Steady	25.1	28.7	3.6	14.3%
Occasional	20.8	27.4	6.6	31.5%

Motives for Working While in High School, by Nature of Employment

	Most Invested	Sporadic	Steady	Occasional
Buy Things	95.7	79.8	93.2	84.5
Save for Future Education	65.2	45.7	76.5	58.0
Save for Other Purposes	91.3	76.7	90.5	75.7
Experience of Working	58.7	45.7	61.1	49.7
Learn New Skills	52.6	38.8	42.5	31.5

Changing Motives for Working While in High School, by Grade Level

	9th Grade	10th Grade	11th Grade	12th Grade
Buy Things	75.2	75.2	78.6	81.6
Save for Future Education	25.6	36.1	43.2	57.7
Save for Other Purposes	58.3	63.9	68.7	73.0
Experience of Working	18.0	25.3	24.1	26.5
Learn New Skills	27.7	30.6	36.5	41.3

Who is most likely engaged in alternative work school patterns?

High school boys less likely to be in steady group, girls more likely
To work in longer duration, less intensive work situations—more
Balanced pattern of work and school

Children raised in single parent household more likely to have
Occasional work pattern –leading to
reduced levels of work in
High school

Teens who have parent with fewer years of schooling are more
Likely to be most invested worker
High levels of parental education does not diminish student work
Participation in other patterns of work



Gains to work while in school

Human capital—range of education, training and work experience
That develop the productive capacities of individual and lead
To improved employment, earnings and other positive outcomes in
The labor market

Work experience improves range of competencies and traits

- Knowledge
- Skills and abilities
- Motivation
- Appearance
- Organize and manage time
- Interact with others/supervisors
- How to dress
- Behavior—punctuality, self regulation of emotions a

Learning the culture of work

Especially important for young people growing up in world where Majority of adults do not work

Work provides these youngsters with a chance to function in a World characterized by

- A more structured rule based environment
- Work discipline
- Chance to develop identity as a member of working world

Social capital

- Chance to acquire relationships and build networks
- Mentor relationships to foster future planning and employment
- Develop coping skills that promote subsequent problem solving
- Demonstrate competencies

Gains to work while in high school may not be accompanied by Academic loss– not much evidence of zero sum problem

Students who work able to carry out range of tasks by managing time

Mean months of post secondary education 7 years later

	no work	occasional	steady	most invested	sporadic
women	35	35	35	26	22
men	34	40	40	21	23

Share who earned a bachelor's degree 7 years later

	no work	occasional	steady	most invested	sporadic
women	42%	29%	38%	11%	15%
men	29%	33%	45%	11%	11%

Mean Annual Income 7 Years After Graduation

	Men		Women	
most invested	23000	1.24	18000	1.89
steady	22000	1.19	18200	1.92
sporadic	25000	1.35	14000	1.47
occasional	20500	1.11	18000	1.89
no work	18500	1.00	9500	1.00

Three Key Economic Issues in the Hiring Process

- Moral Hazard
- Asymmetric Information
- Adverse Selection



Moral Hazard

Moral Hazard: condition in which a party has a tendency to take risks because the costs associated with the risk is not felt by the party taking the risk

Moral hazard arises because an individual or organization does not take full consequences and responsibilities for an action ,and therefore leaving another party to hold responsibility for consequences of those actions

Recent examples:

- Mortgage backed securities
- Unemployment Insurance

Asymmetric Information

One party in a transaction has more information relevant to the transaction than the other party and is able to exploit this information advantage in the transaction

- Used car purchases
- Home purchases
- Rebates
- Recent WSJ article on firms building information inventories on individual consumers
New car purchases

Moral Hazard and Information Asymmetry

Moral hazard can arise when a party is insulated from risk, has more information about its actions And has incentives to behave inappropriately from The perspective of the party with less information

Adverse Selection

Process by which the less desirable potential trading partners volunteer to exchange, while more desirable partners are less likely to trade

Free agents in sports
Adrian Gonzalez
Josh Beckett



Job Seekers and Adverse Selection

Job seekers have better information about potential contribution to output at a business than does employer

Job seekers may have strong incentive to hide potential problems in their abilities to contribute to output of employer including:

- Knowledge, skills, abilities
- Work values and behavior
- Health (physical health, mental health)
- Personal situation (marital status, presence of children, dependent adults)



Employer and Adverse Selection

Costs of a poor hire can be very high and last for very long time periods.

Companies frequently say “people are our most Important asset”—meaning the right people are Key to success of organizations

- Diminished ability to learn and perform
- Disruption among fellow employees
- Dissatisfaction among customers
- Supervisory problems
- Litigation and regulatory actions



Employer Strategies to Overcome Problems in Hiring:

- Signaling: Identify 'credential' correlates of productivity
- Screening: Identify more specific measures that might indicate a potential new hires productivity

Signaling Methods

Provision of small bits of information **by job seekers** that might be an indicator of other more complete information. Job seeker provides information to firm that may signal higher productivity to employer

- Resume's are typically one page long—they are designed to provide small bits of information that might be used to infer more complete information about productivity
- Education—may not have much to do with specific skills required on job, but if employer believes there is a connection between education and productivity then education signals productive potential (degree program, gpa, school attended)
- If wage difference between educated and less educated worker is not great, then hiring advantage goes to higher educated (mal employment)



Employment history—may be a second type of signal about productivity

- May signal general abilities
- Signal specific knowledge and skills (key words)
- Signal behavioral traits and work values
- Signal potential problem hires

Personal/Character References

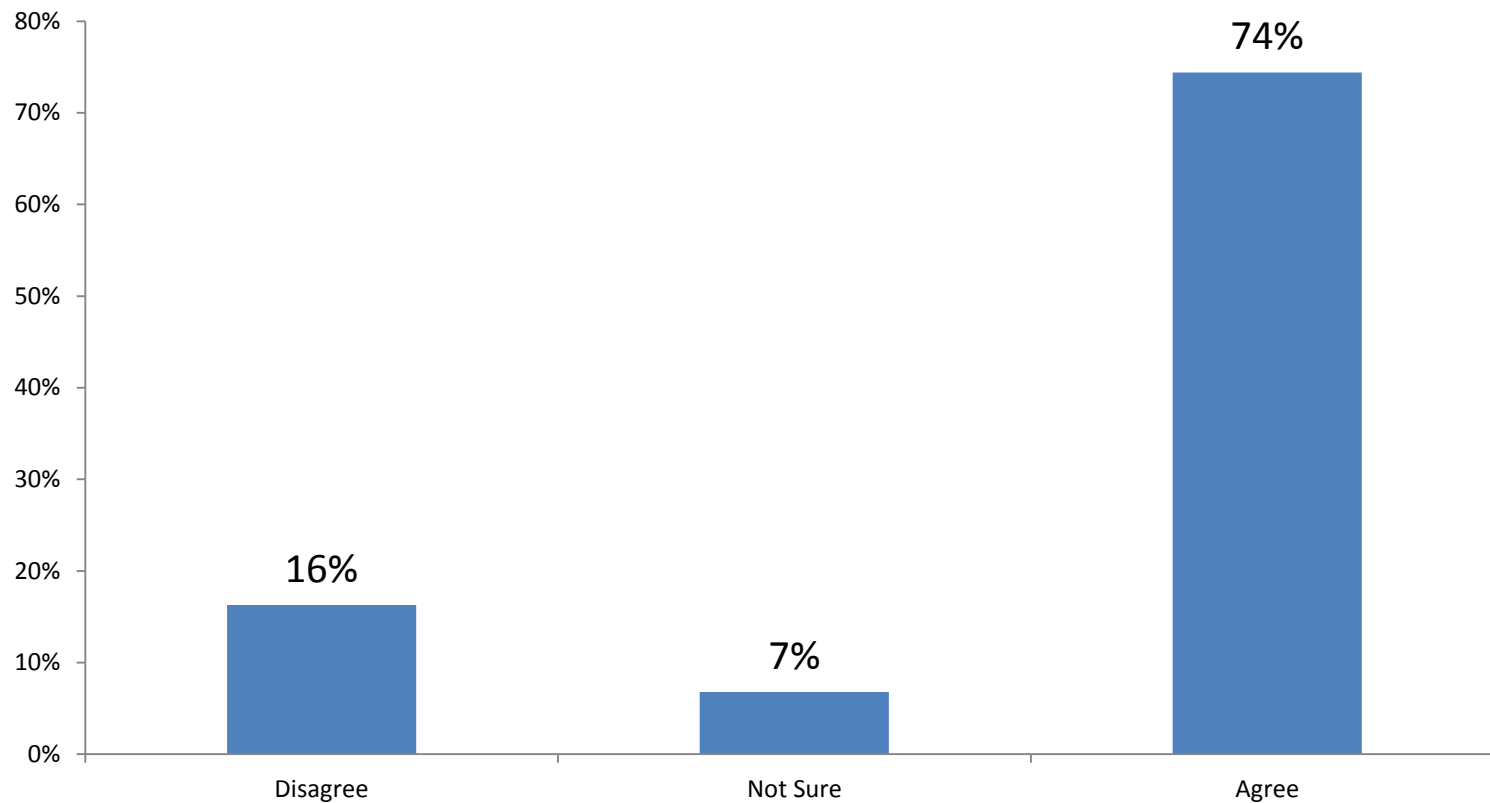
- Signal of social network/ social status
- Current employee reference-may be signal of behavioral traits and work values

Employer Views of Teens: What is the Teen Job Applicant Signal?

Employer Views of Teen Job Applicants Relative to Other Potential Hires



Because of School Teens Can't Cover Many Shifts



Law Limit Employers Ability to Employ Teens

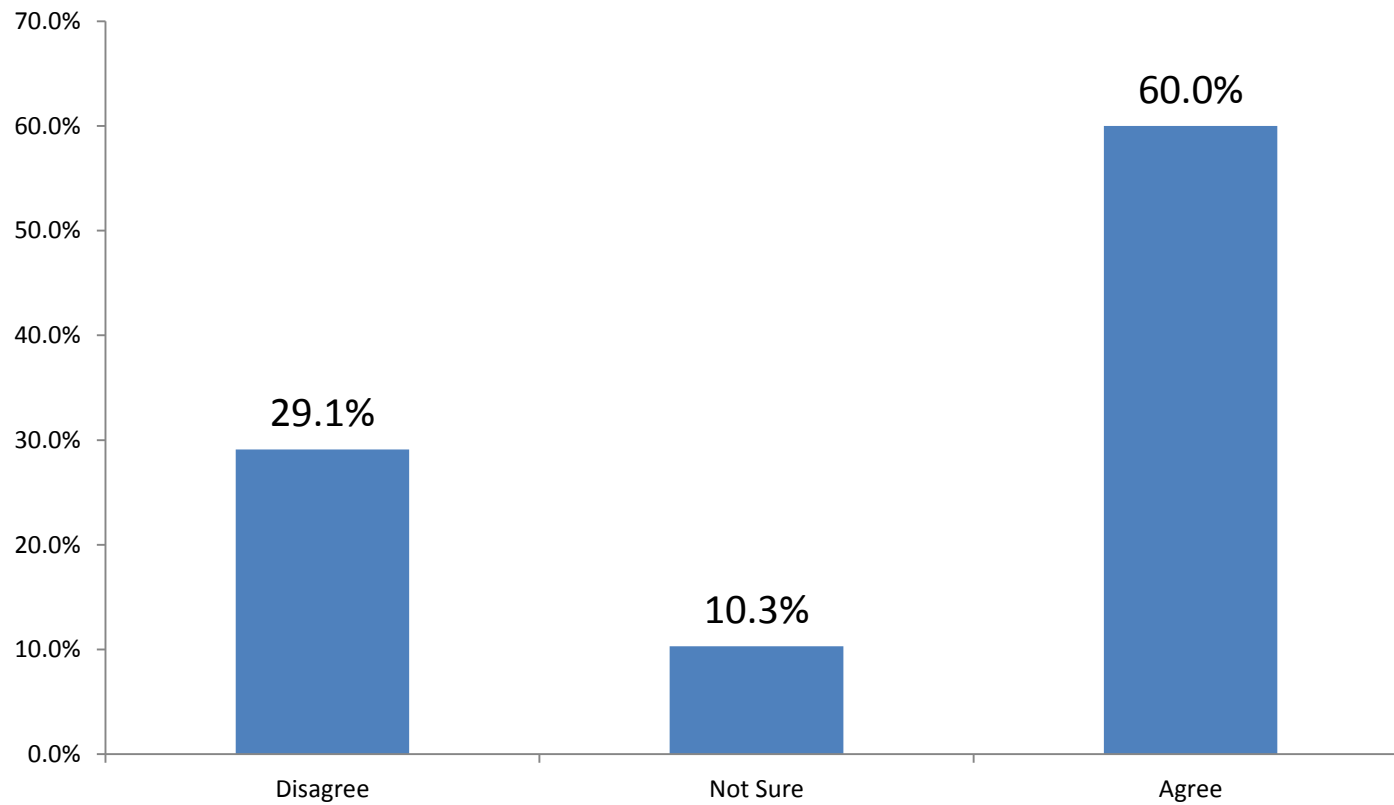


Chart 3
Teens Are More Likely to be Absent When Scheduled to Work

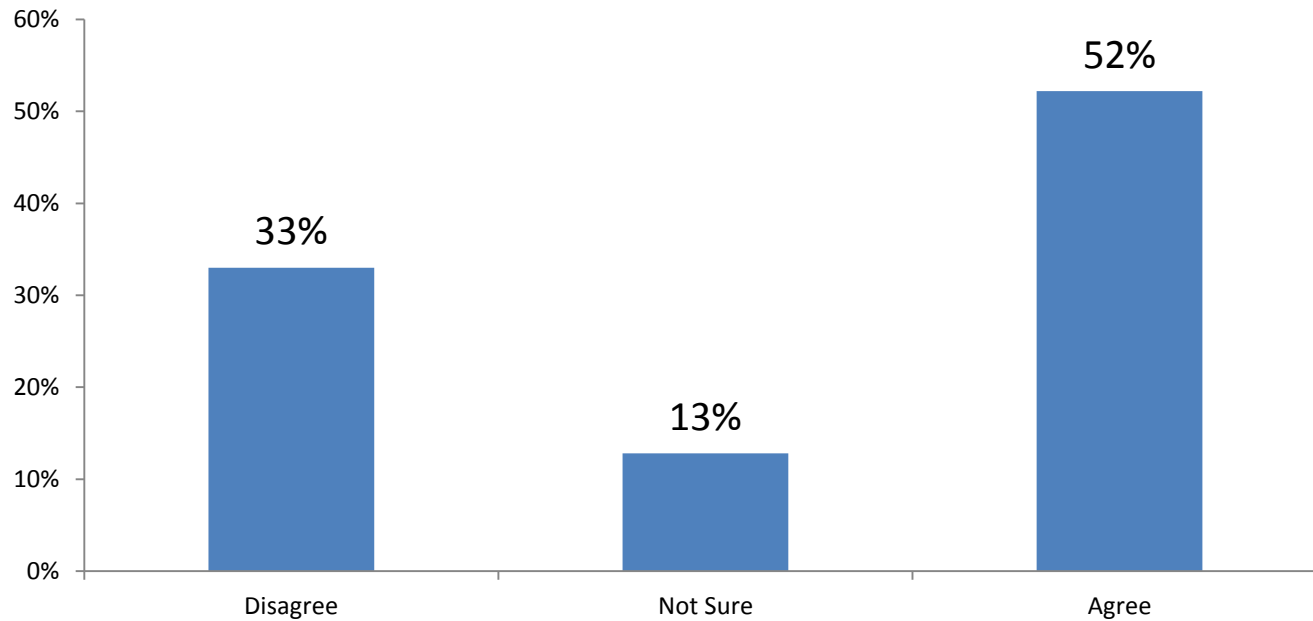


Chart 4
Teens are Less Likely to be On-time for Work

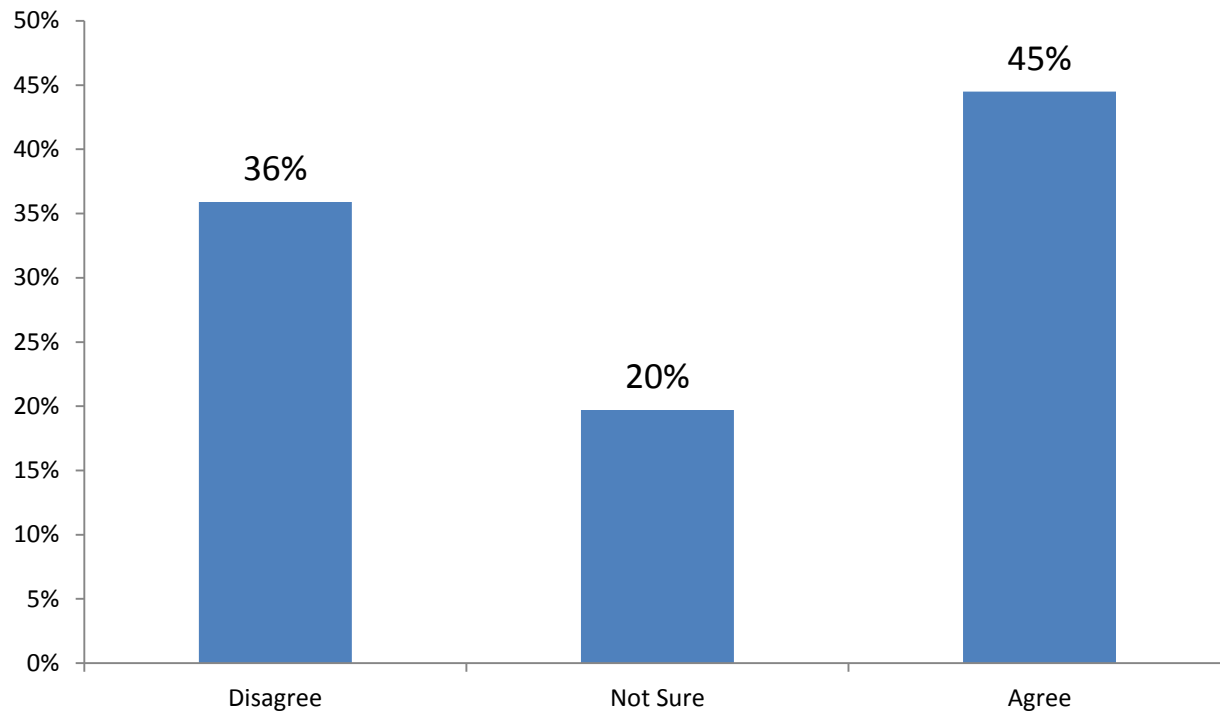


Chart 5
Teens Are Less Likely to Stay with a Task
and More Likely to Shirk Responsibility

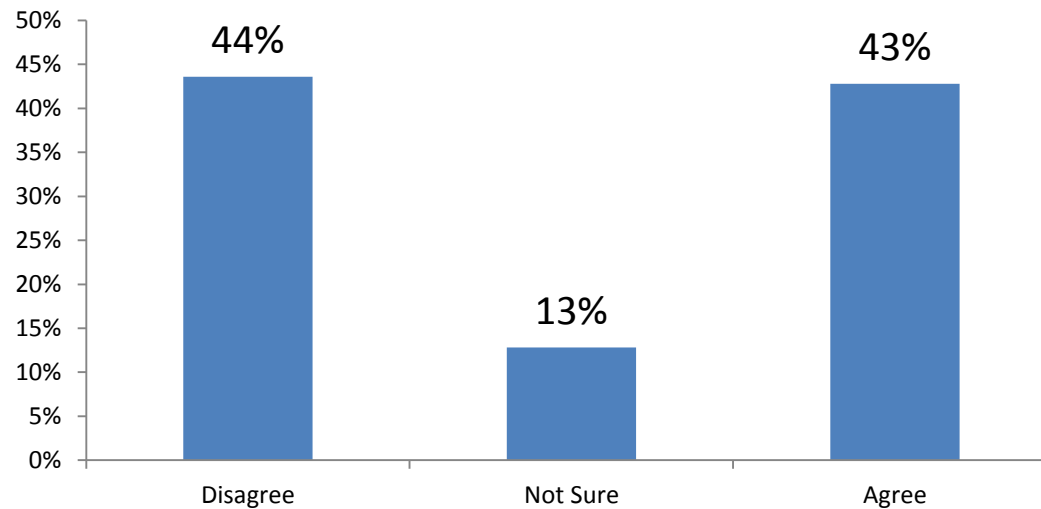


Chart 6
**Teens Have Less Initiative,less Likely to Seek
Out New Duties When a Task is Completed**

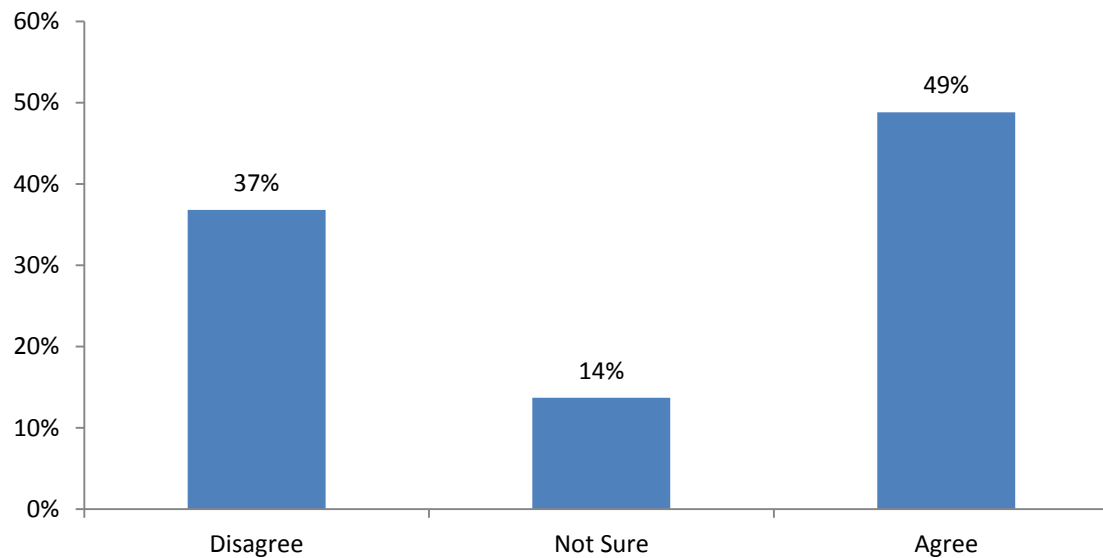


Chart 7
Teens Are More Likely to Have Friends
Hanging Around the Workplace

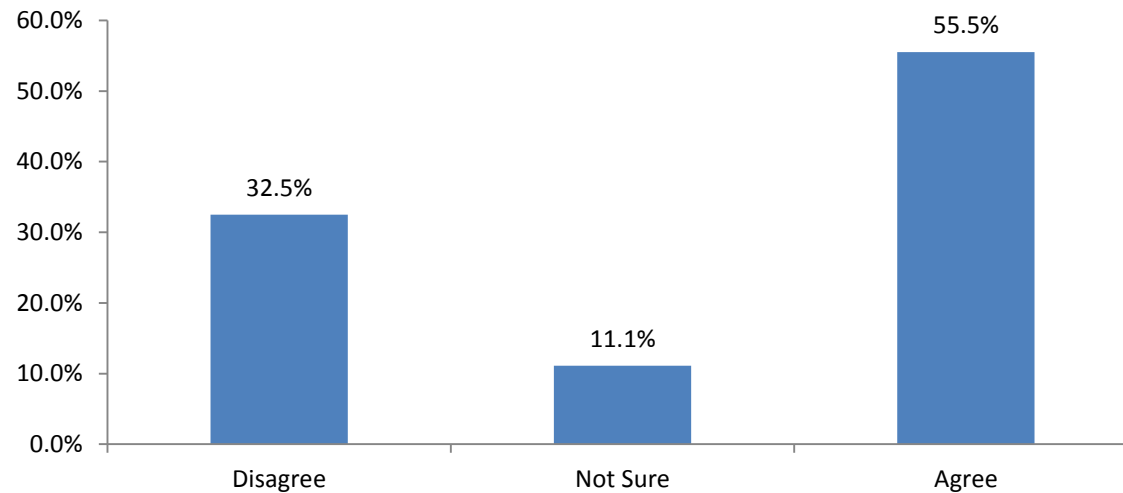
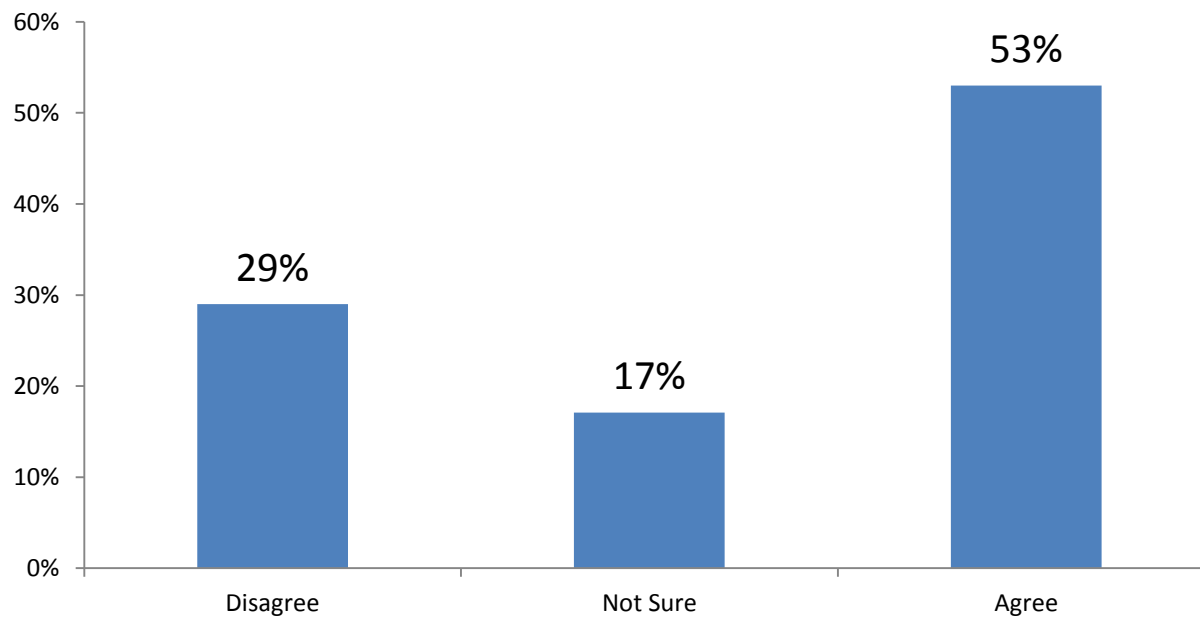
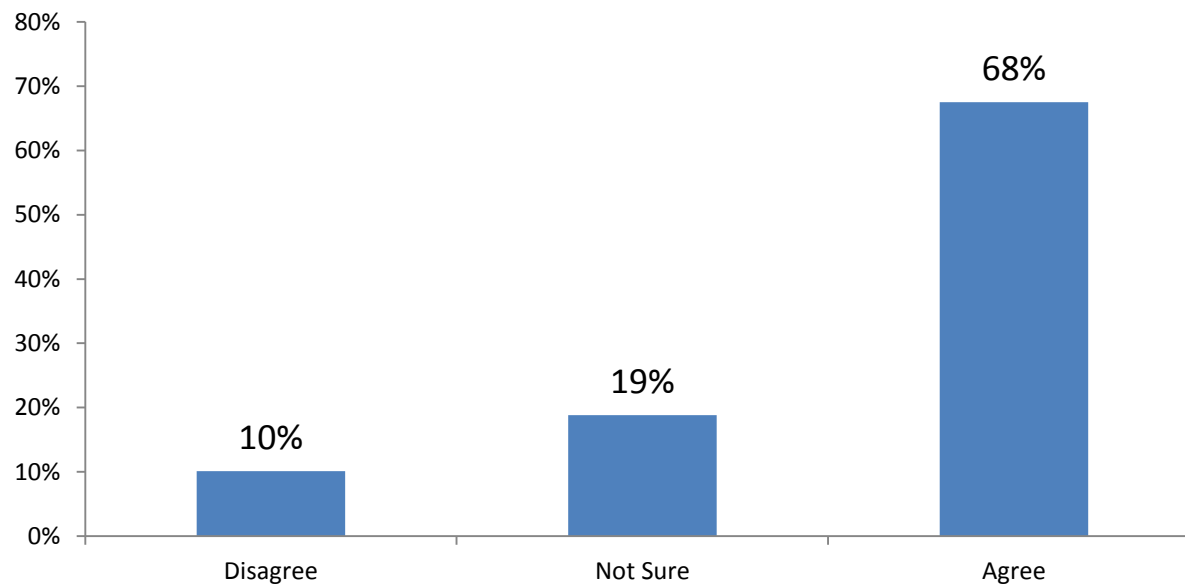


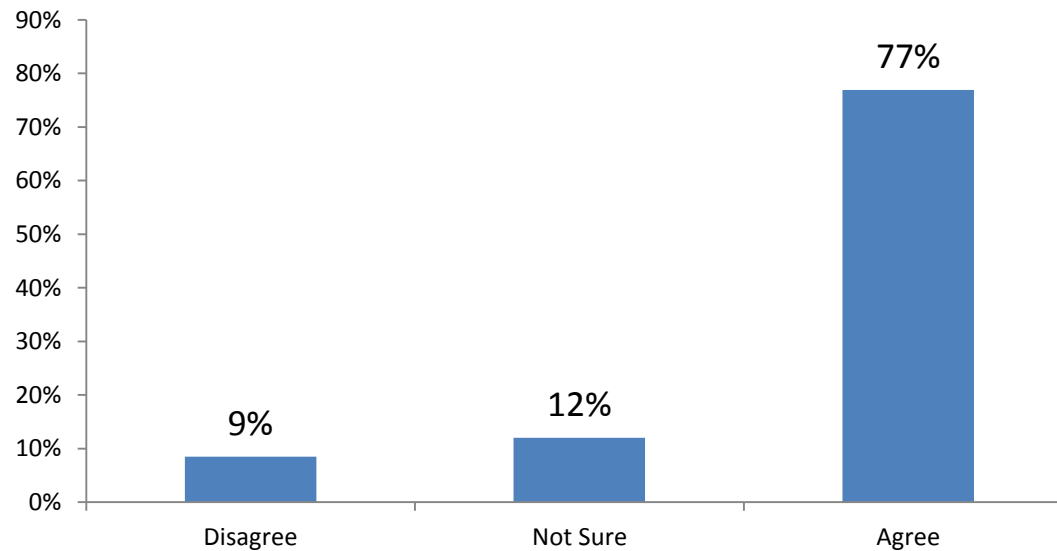
Chart 8
Teens are More Likely to Quit



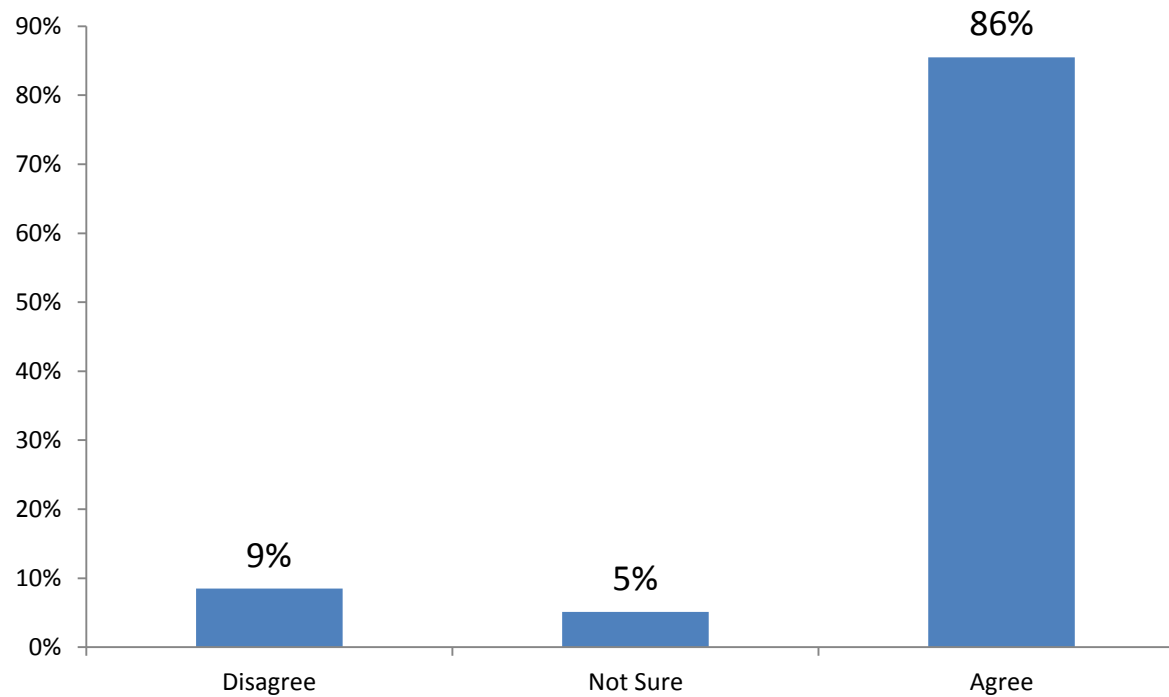
Reference From a Teacher Influence Hiring Decisions



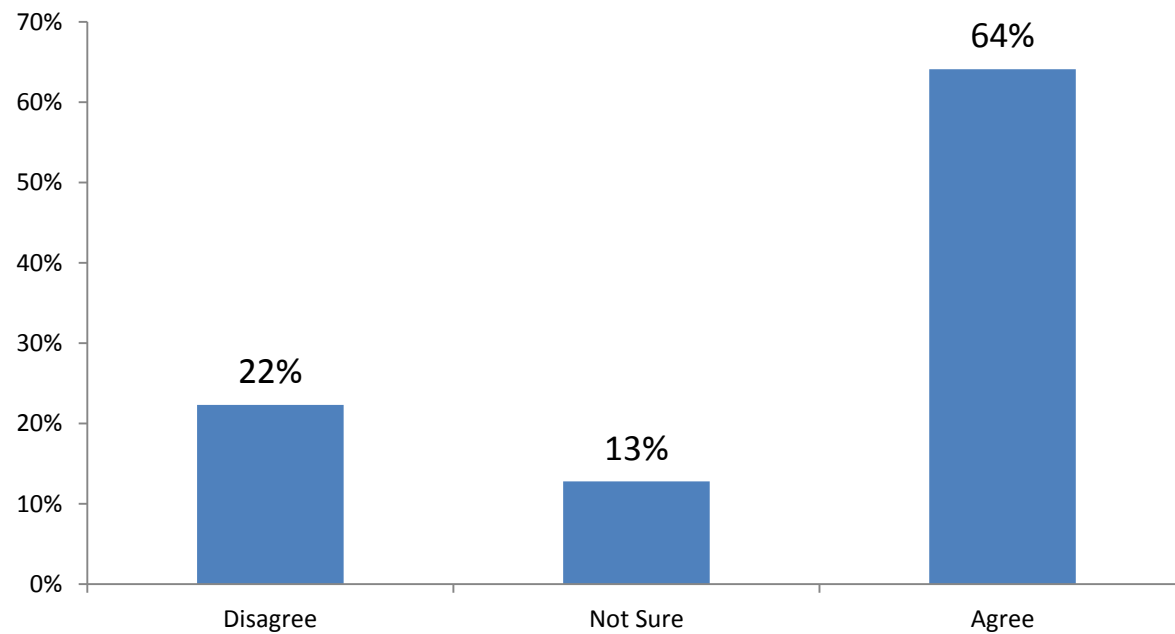
Reference by a School or Local Jobs Organization



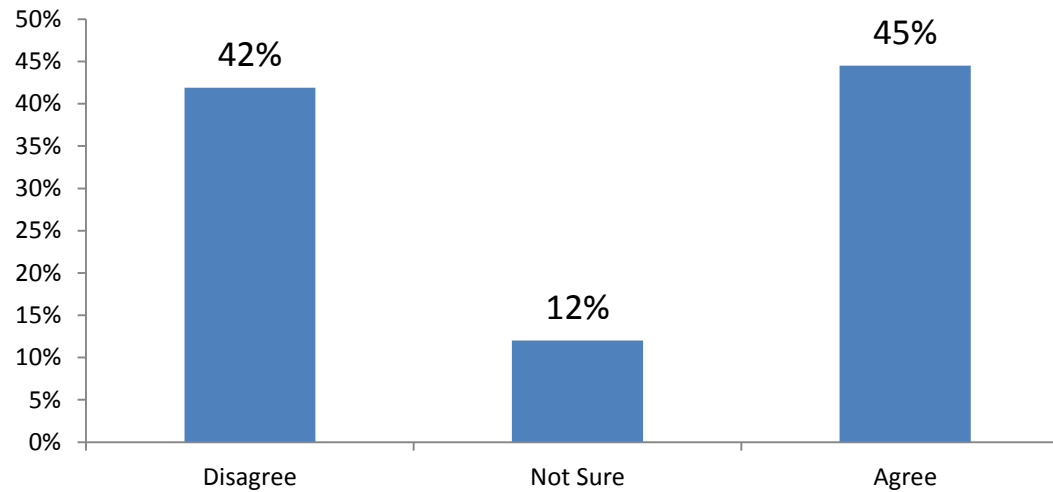
Referral by Current Employees



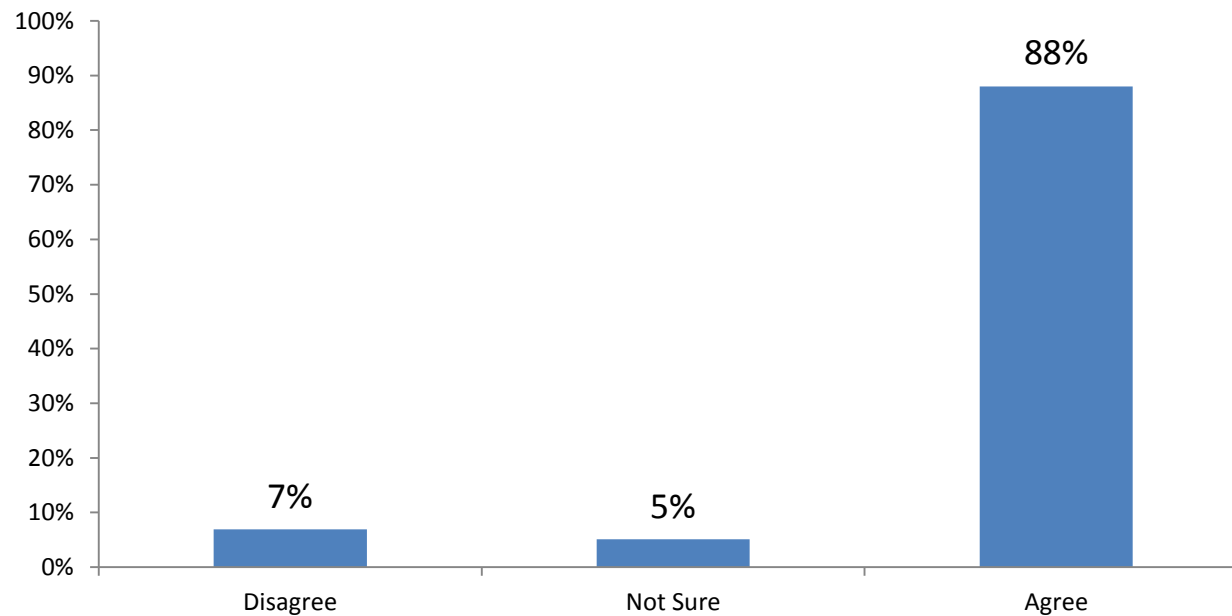
Referral by a Personal Friend, Neighbor, Relative or Colleague



Employers Will Be Reluctant to Hire a Teen that Lacks Work Experience



Impression that Employers Form of Applicants When Interviewd



Screening Methods

Efforts by those with limited information to identify indicators suggesting more complete information: Large and increasingly sophisticated screening measures are utilized by Employers

- Physical exams (including drug use screening)
- Personal Investigation (criminal record, driving record, credit history e-verify of SSN, verification of credentials reported)
- Unstructured interviews
- Motivational questions
- Situational questions
- Behavior based interviews
- Self-report assessment
- Personality measures
- Integrity tests
- Work Environment Fit

Screening Methods (continued)

Achievement Tests: measure of knowledge and skills about an array of job relevant skills

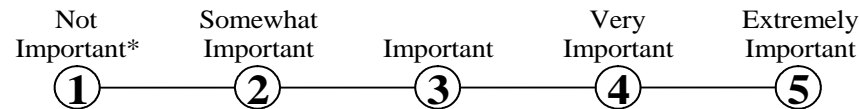
Aptitude Tests: measure individuals ability to solve a work related problem with information provided in the test instrument

Predictors of Job Performance		
Predictor	Mean Validity - 1998	Mean Validity - 1984
GMA Tests	0.51	0.53
Work Sample Tests	0.54	N/A
Integrity Tests	0.41	N/A
Conscientiousness Tests	0.31	N/A
Employment Interviews (Structured)	0.51	0.14
Employment Interviews (Unstructured)	0.38	
Job Knowledge Tests	0.48	N/A
Job Tryout Procedure	0.44	0.44
Peer Ratings	0.49	N/A
T & E Behavioral Consistency Method	0.45	N/A
Reference Checks	0.26	0.26
Job Experience (Years)	0.18	0.18
Biographical Data Measures	0.35	0.37
Assessment Centers	0.37	N/A
T & E Point Method	0.11	0.13
Years of Education	0.1	0.1
Interests	0.1	0.1
Graphology	0.02	N/A
Age	-0.01	-0.01
Academic Achievement	N/A	0.11

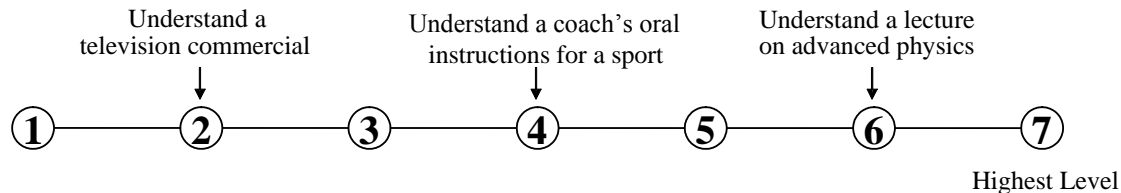
Abilities

Oral Comprehension:

A. How important is ORAL COMPREHENSION to the performance of *your current job*?



B. What level of ORAL COMPREHENSION is needed to perform *your current job*?



Abilities

Abilities	Job Zones					All Teen Occupations Mean
	5	4	3	2	1	
	IMLV	IMLV	IMLV	IMLV	IMLV	IMLV
Oral Comprehension	19.90	13.26	13.73	11.95	9.70	12.41
Written Comprehension	19.20	10.11	11.47	9.19	6.55	9.21

Abilities

Job Zone	Occupation	Abilities					
		Oral Comprehension			Written Comprehension		
		IM	LV	IMLV	IM	LV	IMLV
1	Cashiers	3.62	3.50	12.67	3.12	3.12	9.73
1	Waiters and Waitresses	4.00	3.00	12.00	2.62	2.50	6.55
1	Food Preparation Workers	3.00	2.75	8.25	2.25	2.38	5.36
1	Counter Attendants	3.50	2.88	10.08	2.88	2.75	7.92
1	Janitors/Building Cleaners	3.13	2.88	9.01	2.25	2.38	5.36
1	Fast Food Cooks	3.88	3.12	12.11	3.00	3.00	9.00
1	Short Order Cooks	3.62	3.25	11.77	2.62	3.00	7.86
1	Combined Food Preparation	3.62	2.88	10.43	2.75	2.50	6.88
	Average	3.55	3.03	10.79	2.69	2.70	7.33

Abilities

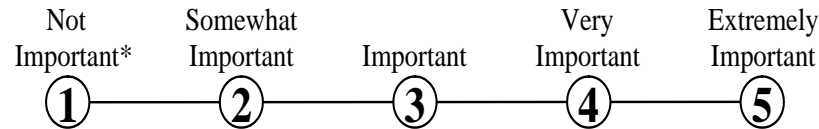
Job Zone	Occupation	Abilities					
		Oral Comprehension			Written Comprehension		
		IM	LV	IMLV	IM	LV	IMLV
2	Retail Salespersons	4.12	3.88	15.99	3.25	3.25	10.56
2	Laborers	3.25	3.25	10.56	3.13	3.00	9.39
2	Childcare Workers	3.62	3.75	13.58	3.38	3.38	11.42
2	Customer Service Representatives	4.12	3.62	14.91	3.50	3.50	12.25
2	Receptionists/Information Clerks	3.75	3.62	13.58	3.38	3.12	10.55
2	Psychiatric	4.00	3.88	15.52	3.50	3.50	12.25
2	Home Health	3.62	3.88	14.05	3.38	3.38	11.42
2	Office Clerks	3.75	3.75	14.06	3.62	3.12	11.29
2	Construction laborers	3.38	3.50	11.83	3.00	2.88	8.64
2	Drivers/Sales Workers	3.50	3.88	13.58	3.00	3.00	9.00
2	Maids/Housekeeping cleaners	3.00	3.00	9.00	2.50	2.50	6.25
	Average	3.65	3.64	13.33	3.24	3.15	10.28

Job Zone	Occupation	Abilities					
		Oral Comprehension			Written Comprehension		
		IM	LV	IMLV	IM	LV	IMLV
3	Secretaries and Administrative Assistants	4.25	4.00	17.00	4.00	3.88	15.52

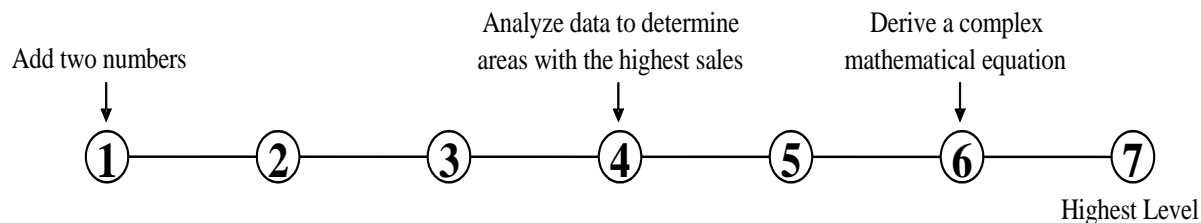
Knowledge

Mathematics:

A. How important is knowledge of MATHEMATICS to the performance of *your current job*?



B. What level of knowledge of MATHEMATICS is needed to perform *your current job*?



Knowledge

Knowledge	Job Zones					All Teen Occupations Mean
	5	4	3	2	1	
	IMLV	IMLV	IMLV	IMLV	IMLV	IMLV
Math	14.28	14.03	10.85	7.83	5.69	6.47
English Language	21.41	17.22	12.49	8.79	6.71	9.31

Knowledge

Job Zone	Occupation	Knowledge					
		Math			English Language		
		IM	LV	IMLV	IM	LV	IMLV
1	Cashiers	3.78	3.37	12.74	3.24	2.67	8.65
1	Waiters and Waitresses	2.04	1.33	2.71	3.14	2.34	7.35
1	Food Preparation Workers	2.52	2.15	5.42	2.98	2.16	6.44
1	Counter Attendants	2.30	1.94	4.46	3.58	3.73	13.35
1	Janitors/Building Cleaners	3.12	2.89	9.02	3.12	2.89	9.02
1	Fast Food Cooks	1.88	1.38	2.59	2.14	1.59	3.40
1	Short Order Cooks	2.93	3.04	8.91	3.01	3.14	9.45
1	Combined Food Preparation	1.68	1.14	1.92	2.83	2.21	6.25
	Average	2.53	2.16	5.97	3.01	2.59	7.99

Knowledge

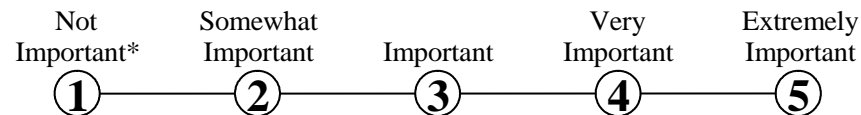
Job Zone	Occupation	Knowledge					
		Math			English Language		
		IM	LV	IMLV	IM	LV	IMLV
2	Retail Salespersons	3.08	2.80	8.62	3.30	2.86	9.44
2	Laborers	3.40	3.77	12.82	3.04	3.17	9.64
2	Childcare Workers	3.01	3.74	11.26	3.13	3.25	10.17
2	Customer Service Representatives	2.35	1.92	4.51	3.25	2.24	7.28
2	Receptionists/Information Clerks	2.90	2.72	7.89	3.07	2.29	7.03
2	Psychiatric	1.73	1.38	2.39	3.44	2.98	10.25
2	Home Health	2.70	2.14	5.78	3.36	3.11	10.45
2	Office Clerks	2.92	2.81	8.21	3.74	3.62	13.54
2	Construction laborers	3.02	3.13	9.45	3.37	3.21	10.82
2	Drivers/Sales Workers	2.79	2.77	7.73	3.87	4.16	16.10
2	Maids/Housekeeping cleaners	2.49	2.21	5.50	3.20	2.87	9.18
	Average	2.76	2.67	7.65	3.34	3.07	10.35

Job Zone	Occupation	Knowledge					
		Math			English Language		
		IM	LV	IMLV	IM	LV	IMLV
3	Secretaries and Administrative Assistants	2.33	2.17	5.06	3.48	3.60	12.53

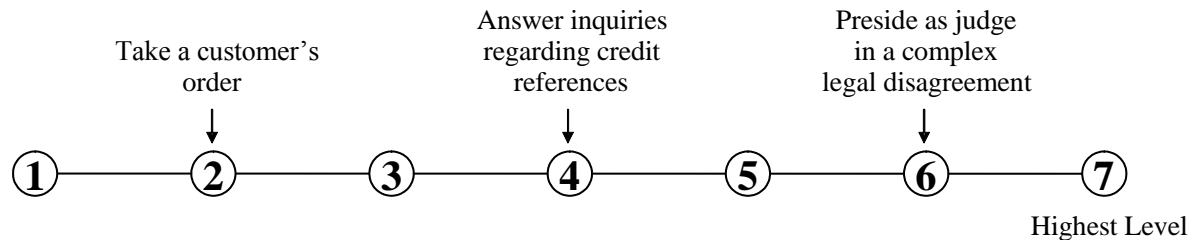
Skills

Active Listening

A. How important is ACTIVE LISTENING to the performance of *your current job*?



B. What level of ACTIVE LISTENING is needed to perform *your current job*?



Skills

Skills	Job Zones					All Teen Occupations Mean
	5	4	3	2	1	
	IMLV	IMLV	IMLV	IMLV	IMLV	IMLV
Critical Thinking	17.12	15.34	11.24	9.57	7.44	8.58
Active Listening	15.35	15.11	11.06	9.79	7.92	10.18

Skills

Job Zone	Occupation	Skills					
		Critical Thinking			Active Listening		
		IM	LV	IMLV	IM	LV	IMLV
1	Cashiers	2.88	2.88	8.29	3.38	2.88	9.73
1	Waiters and Waitresses	2.75	3.12	8.58	3.88	2.50	9.70
1	Food Preparation Workers	2.62	2.00	5.24	3.12	2.25	7.02
1	Counter Attendants	3.00	2.62	7.86	3.62	2.75	9.96
1	Janitors/Building Cleaners	2.88	2.12	6.11	2.75	2.25	6.19
1	Fast Food Cooks	2.75	2.25	6.19	3.12	2.25	7.02
1	Short Order Cooks	2.75	2.50	6.88	3.38	2.62	8.86
1	Combined Food Preparation	2.75	2.25	6.19	3.38	2.25	7.61
	Average	2.80	2.47	6.92	3.33	2.47	8.26

Skills

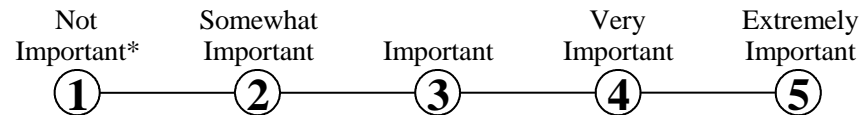
Job Zone	Occupation	Skills					
		Critical Thinking			Active Listening		
		IM	LV	IMLV	IM	LV	IMLV
2	Retail Salespersons	3.12	3.38	10.55	3.75	3.62	13.58
2	Laborers	3.00	2.62	7.86	3.12	2.75	8.58
2	Childcare Workers	3.38	3.38	11.42	3.25	3.25	10.56
2	Customer Service Representatives	3.38	3.50	11.83	3.88	3.75	14.55
2	Receptionists/Information Clerks	3.12	3.25	10.14	3.62	3.50	12.67
2	Psychiatric Aids	3.38	3.00	10.14	3.88	3.25	12.61
2	Home Health Aids	3.50	3.38	11.83	3.62	3.50	12.67
2	Office Clerks	3.00	3.00	9.00	3.62	3.62	13.10
2	Construction laborers	2.88	2.38	6.85	3.12	3.00	9.36
2	Drivers/Sales Workers	3.25	3.50	11.38	3.50	2.88	10.08
2	Maids/Housekeeping cleaners	2.62	2.12	5.55	2.88	2.25	6.48
	Average	3.15	3.05	9.69	3.48	3.22	11.29

Job Zone	Occupation	Skills					
		Critical Thinking			Active Listening		
		IM	LV	IMLV	IM	LV	IMLV
3	Secretaries and Administrative Assistants	3.12	3.75	11.70	3.88	4.00	15.52

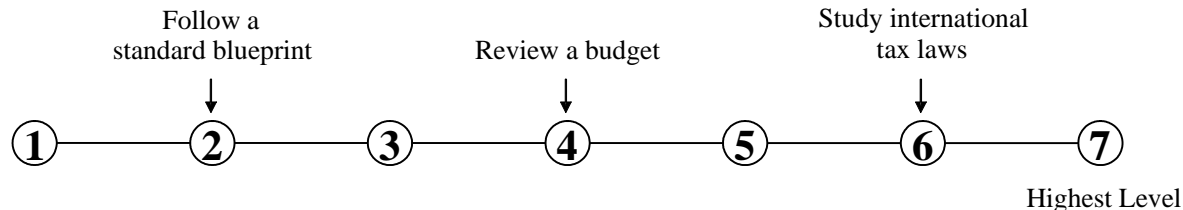
Work Activities

Getting Information:

A. How important is GETTING INFORMATION to the performance of *your current job*?



B. What level of GETTING INFORMATION is needed to perform *your current job*?



Work Activities

Work Activities	Job Zones					All Teen Occupations Mean
	5	4	3	2	1	
	IMLV	IMLV	IMLV	IMLV	IMLV	IMLV
Getting Information	23.71	20.95	16.86	13.44	9.69	11.97
Communicating with Supervisors	20.19	20.66	16.29	14.07	10.62	13.13

Work Activities

Job Zone	Occupation	Work Activities					
		Getting Information			Communicating with Supervisors		
		IM	LV	IMLV	IM	LV	IMLV
1	Cashiers	3.67	2.73	10.02	4.09	3.60	14.72
1	Waiters and Waitresses	3.48	2.80	9.74	3.37	3.47	11.69
1	Food Preparation Workers	2.53	1.67	4.23	3.02	2.34	7.07
1	Counter Attendants	3.85	3.55	13.67	4.10	3.13	12.83
1	Janitors/Building Cleaners	3.38	2.48	8.38	3.46	3.37	11.66
1	Fast Food Cooks	3.45	2.77	9.56	3.72	3.50	13.02
1	Short Order Cooks	3.83	2.62	10.03	2.94	3.04	8.94
1	Combined Food Preparation	3.93	3.03	11.91	3.64	3.61	13.14
	Average	3.52	2.71	9.69	3.54	3.26	11.63

Work Activities

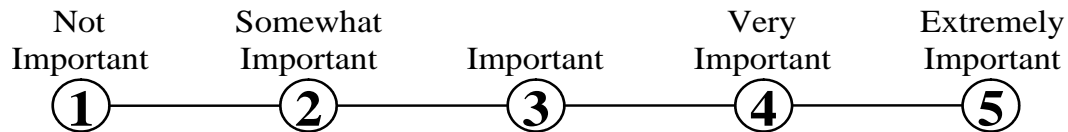
Job Zone	Occupation	Work Activities					
		Getting Information			Communicating with Supervisors		
		IM	LV	IMLV	IM	LV	IMLV
2	Retail Salespersons	4.14	3.40	14.08	3.75	3.82	14.33
2	Laborers	4.24	4.57	19.38	3.19	2.06	6.57
2	Childcare Workers	3.66	2.50	9.15	3.91	4.22	16.50
2	Customer Service Representatives	4.29	3.98	17.07	4.30	4.58	19.69
2	Receptionists/Information Clerks	3.78	3.10	11.72	3.87	3.52	13.62
2	Psychiatric	4.08	4.14	16.89	4.25	3.42	14.54
2	Home Health	3.68	4.13	15.20	4.00	3.73	14.92
2	Office Clerks	3.78	3.78	14.29	4.38	3.89	17.04
2	Construction laborers	3.67	3.07	11.27	4.18	4.45	18.60
2	Drivers/Sales Workers	3.32	1.97	6.54	3.25	3.83	12.45
2	Maids/Housekeeping cleaners	3.81	3.78	14.40	3.71	3.36	12.47
	Average	3.86	3.49	13.63	3.89	3.72	14.61

Job Zone	Occupation	Work Activities					
		Getting Information			Communicating with Supervisors		
		IM	LV	IMLV	IM	LV	IMLV
3	Secretaries and Administrative Assistants	4.28	3.98	17.03	3.57	3.30	11.78

Work Styles

Dependability:

How important is DEPENDABILITY to the performance of *your current job*?



Work Styles

Work Styles	Job Zones					All Teen Occupations Mean
	5	4	3	2	1	
Dependability	4.52	4.46	4.49	4.30	4.14	4.30
Self-Control	4.17	3.99	4.11	3.95	3.75	4.12
Integrity	4.68	4.48	4.36	3.97	3.71	4.09
Cooperation	4.19	4.19	4.16	4.00	3.88	4.20

Work Styles

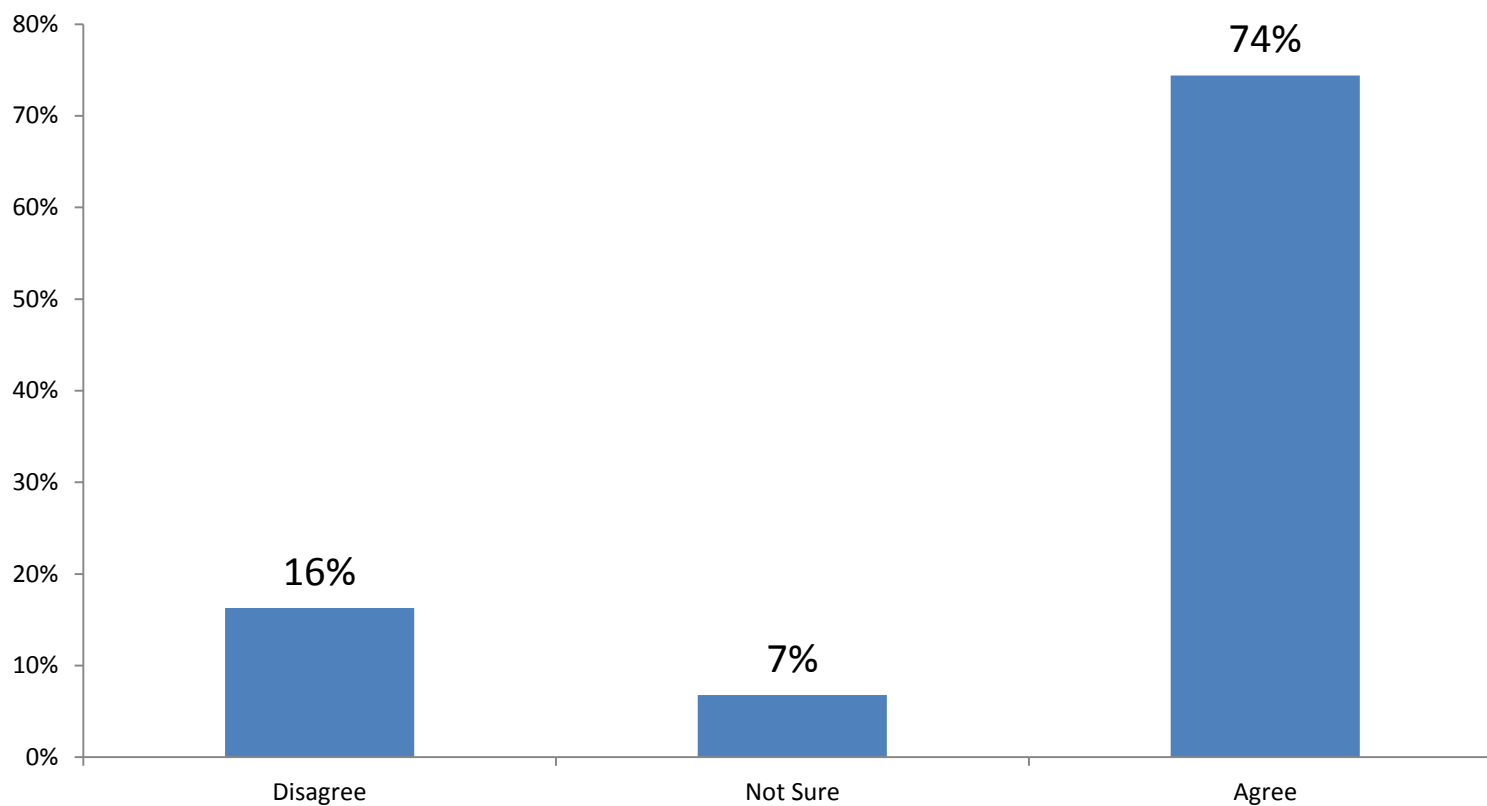
Job Zone	Occupation	Work Styles			
		Dependability	Self Control	Integrity	Cooperation
		IM	IM	IM	IM
1	Cashiers	4.47	4.46	4.44	4.07
1	Waiters and Waitresses	4.22	4.06	3.78	4.12
1	Food Preparation Workers	4.45	3.51	3.78	4.21
1	Counter Attendants	3.97	3.74	3.64	4.53
1	Janitors/Building Cleaners	4.28	4.15	3.98	4.02
1	Fast Food Cooks	4.02	3.87	3.73	4.15
1	Short Order Cooks	4.36	3.93	3.76	4.32
1	Combined Food Preparation	3.74	3.98	3.63	4.2
Average		4.19	3.96	3.84	4.20

Work Styles

Job Zone	Occupation	Work Styles			
		Dependability	Self Control	Integrity	Cooperation
		IM	IM	IM	IM
2	Retail Salespersons	4.47	4.43	4.41	4.44
2	Laborers	4.08	3.76	3.91	3.8
2	Childcare Workers	4.66	4.56	4.36	4.39
2	Customer Service Representatives	4.26	4.17	4.05	4.05
2	Receptionists/Information Clerks	4.58	4.39	4.44	4.28
2	Psychiatric	4.84	4.98	4.52	4.55
2	Home Health	4.3	4.38	4.25	4.2
2	Office Clerks	4.68	4.47	4.65	4.52
2	Construction laborers	3.96	3.7	3.81	3.72
2	Drivers/Sales Workers	3.7	3.43	3.67	3.87
2	Maids/Housekeeping cleaners	4.35	4.27	4.25	3.93
	Average	4.35	4.23	4.21	4.16

Work Styles					
Job Zone	Occupation	Dependability	Self Control	Integrity	Cooperation
		IM	IM	IM	IM
3	Secretaries and Administrative Assistants	4.63	4.21	4.68	4.61

Because of School Teens Can't Cover Many Shifts



Law Limit Employers Ability to Employ Teens

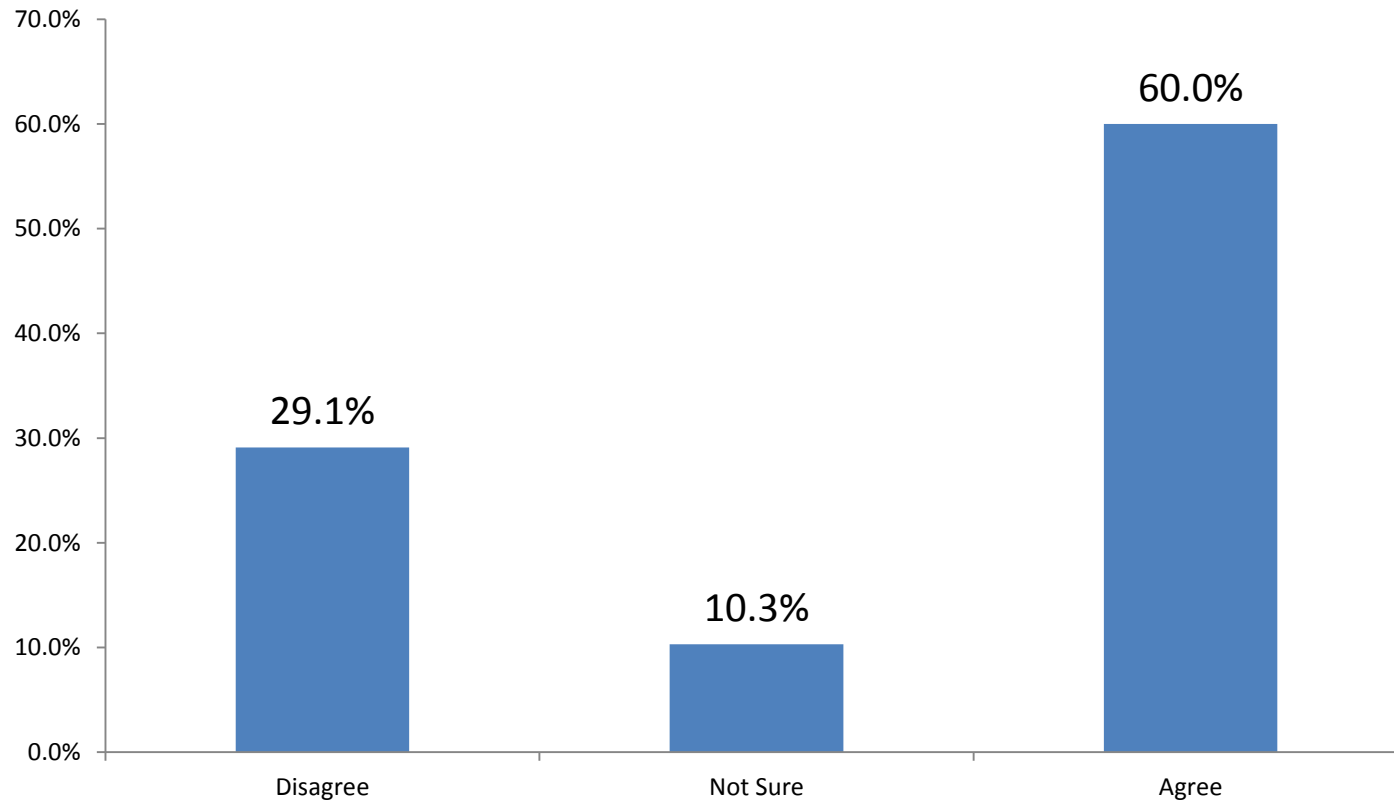


Chart 3
Teens Are More Likely to be Absent When Scheduled to Work

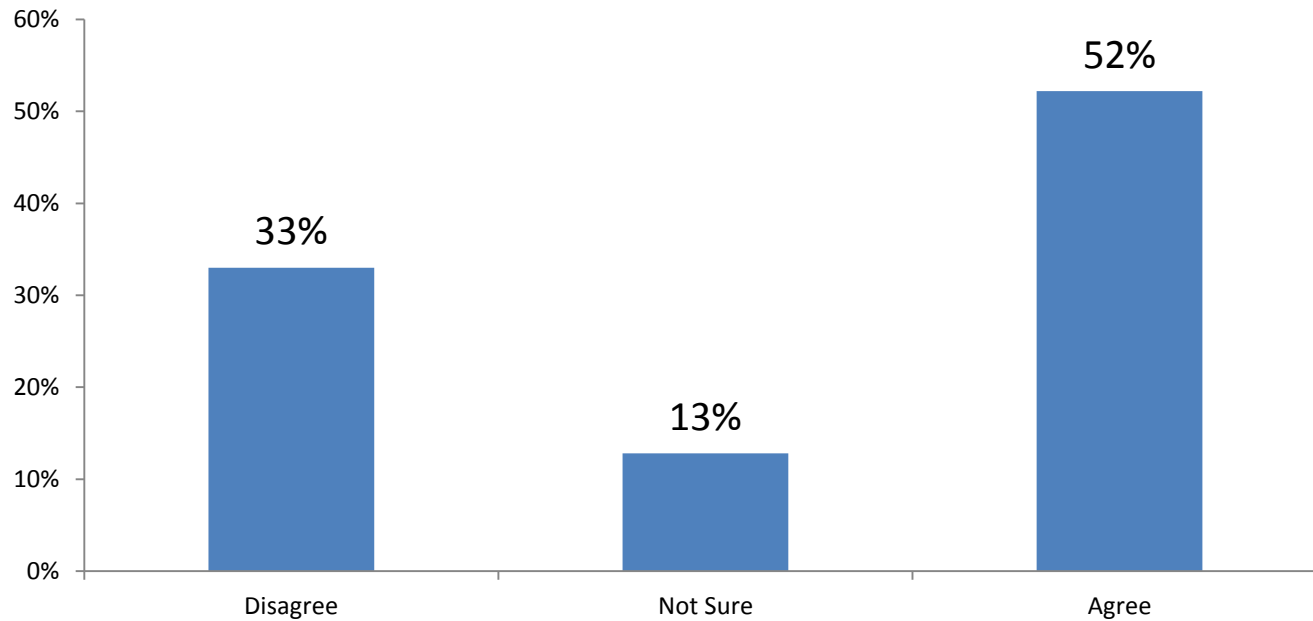


Chart 4
Teens are Less Likely to be On-time for Work

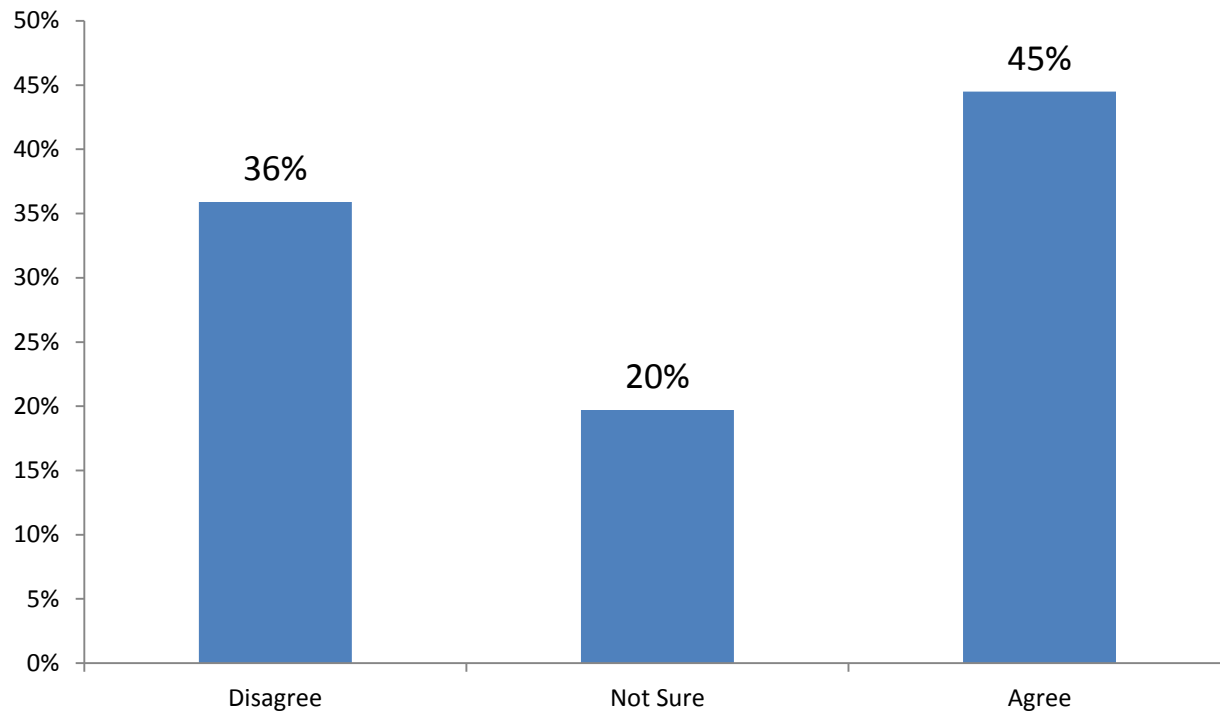


Chart 5
Teens Are Less Likely to Stay with a Task
and More Likely to Shirk Responsibility

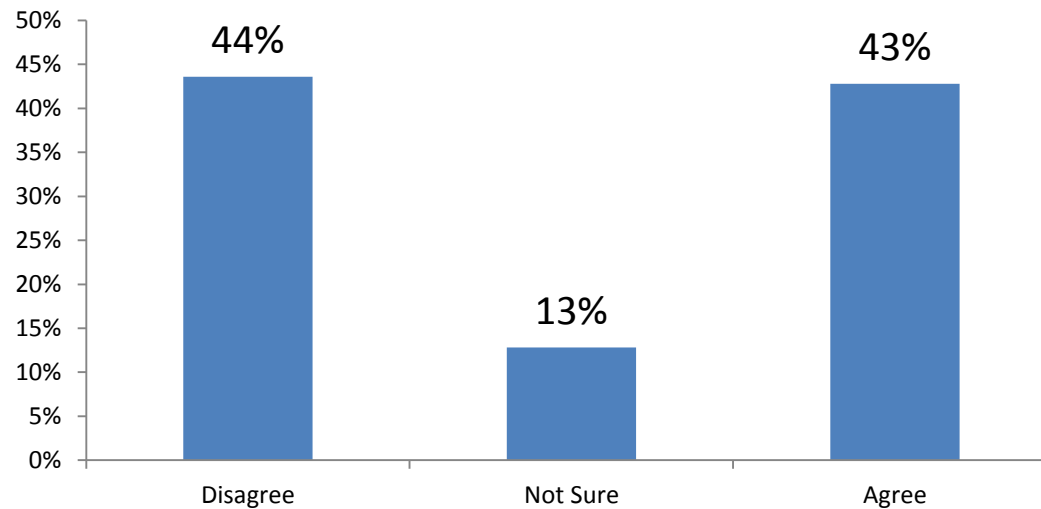


Chart 6
**Teens Have Less Initiative,less Likely to Seek
Out New Duties When a Task is Completed**

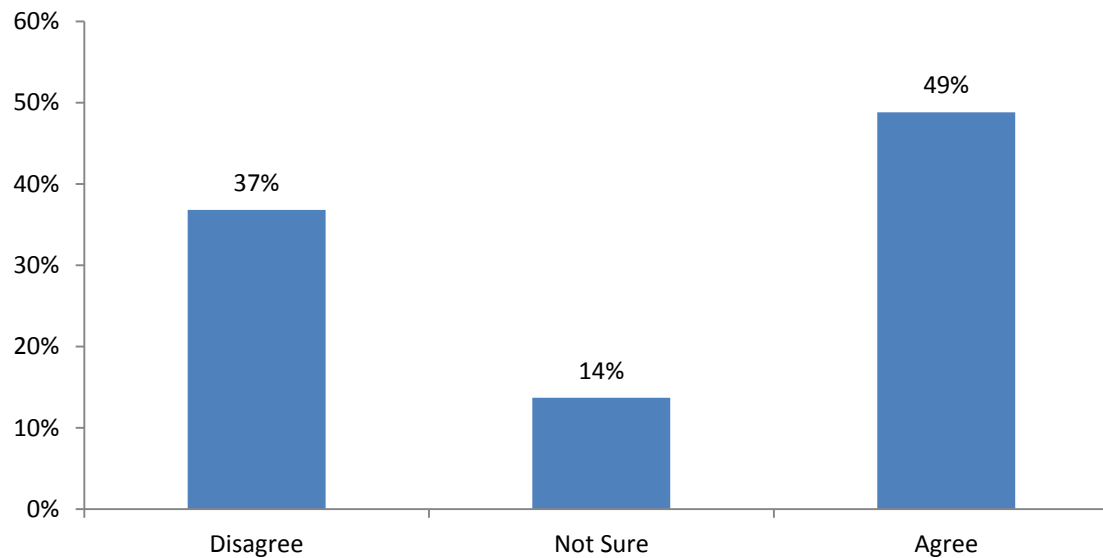


Chart 7
Teens Are More Likely to Have Friends
Hanging Around the Workplace

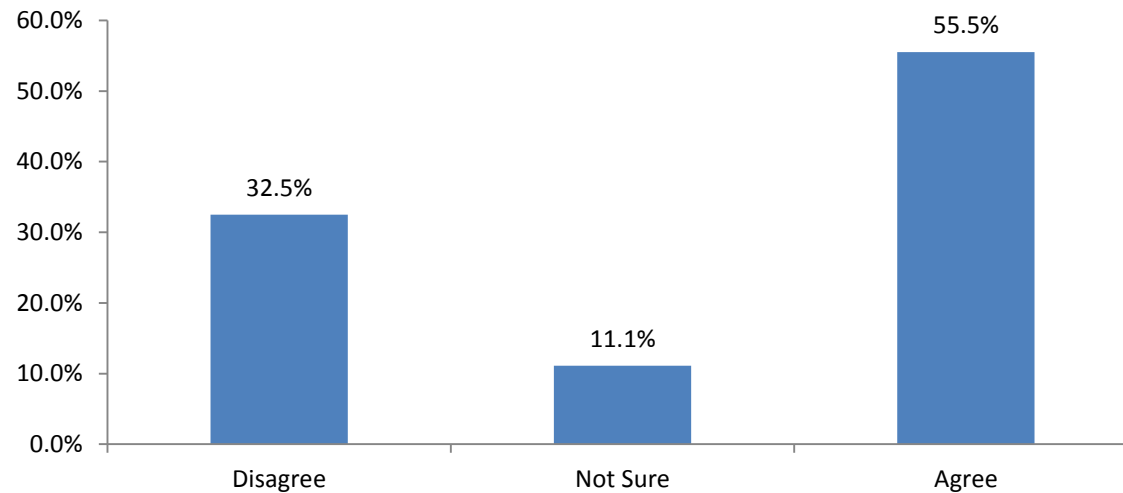
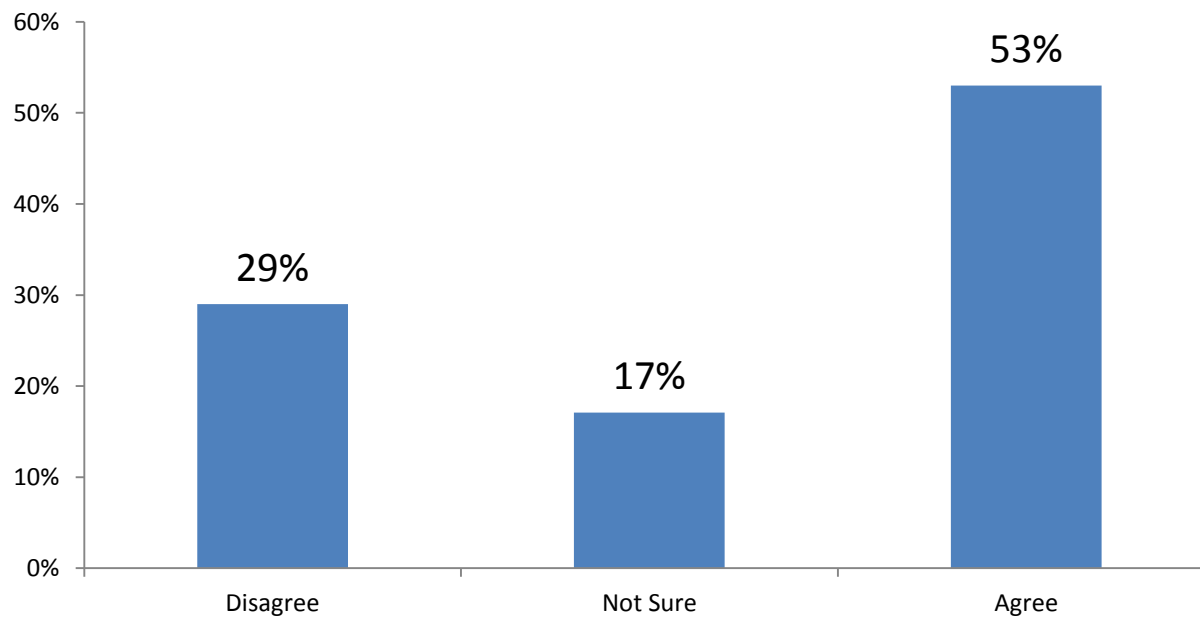
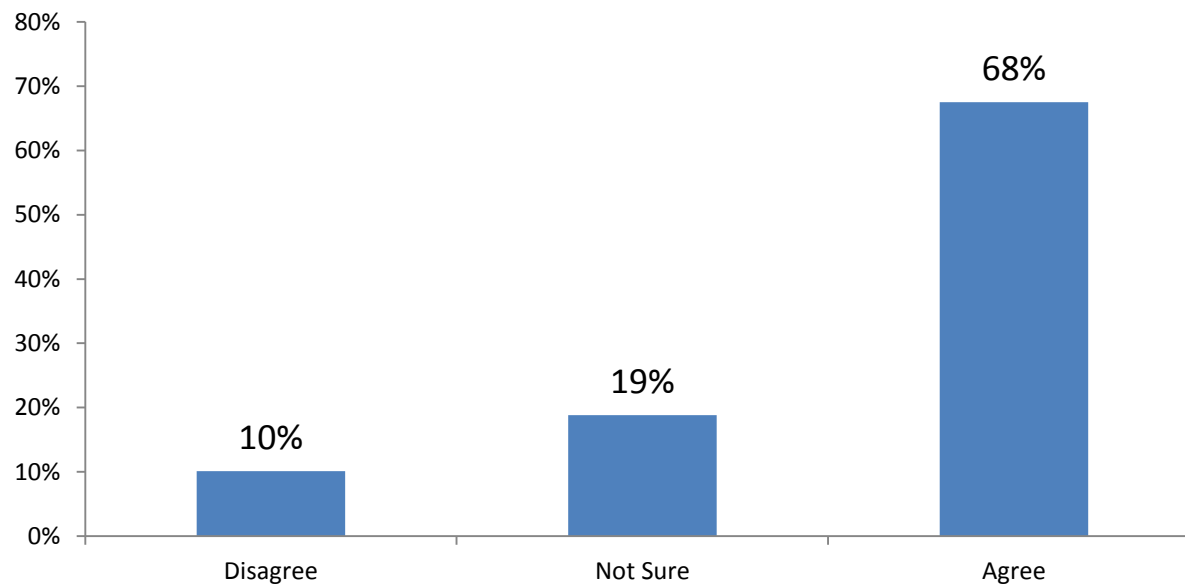


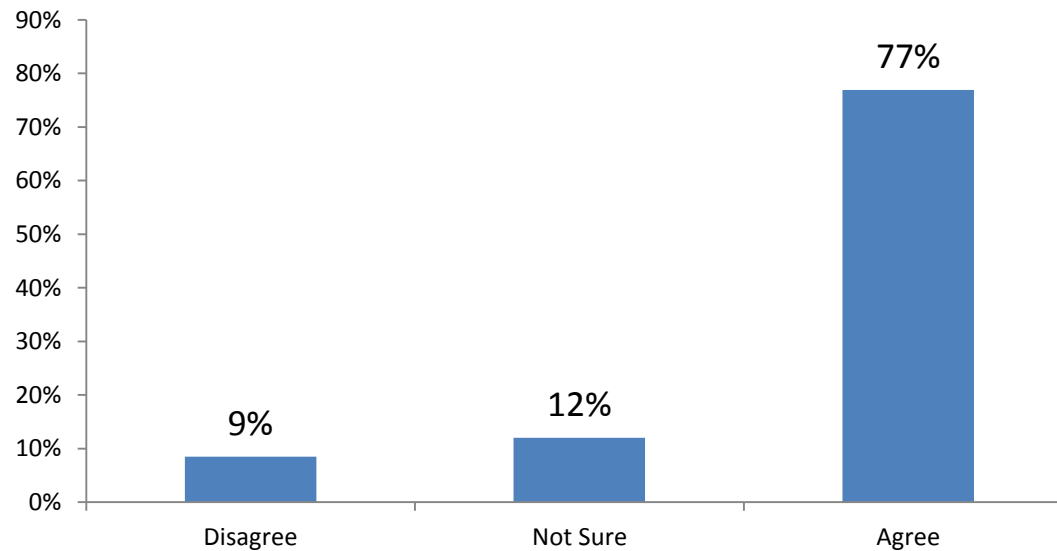
Chart 8
Teens are More Likely to Quit



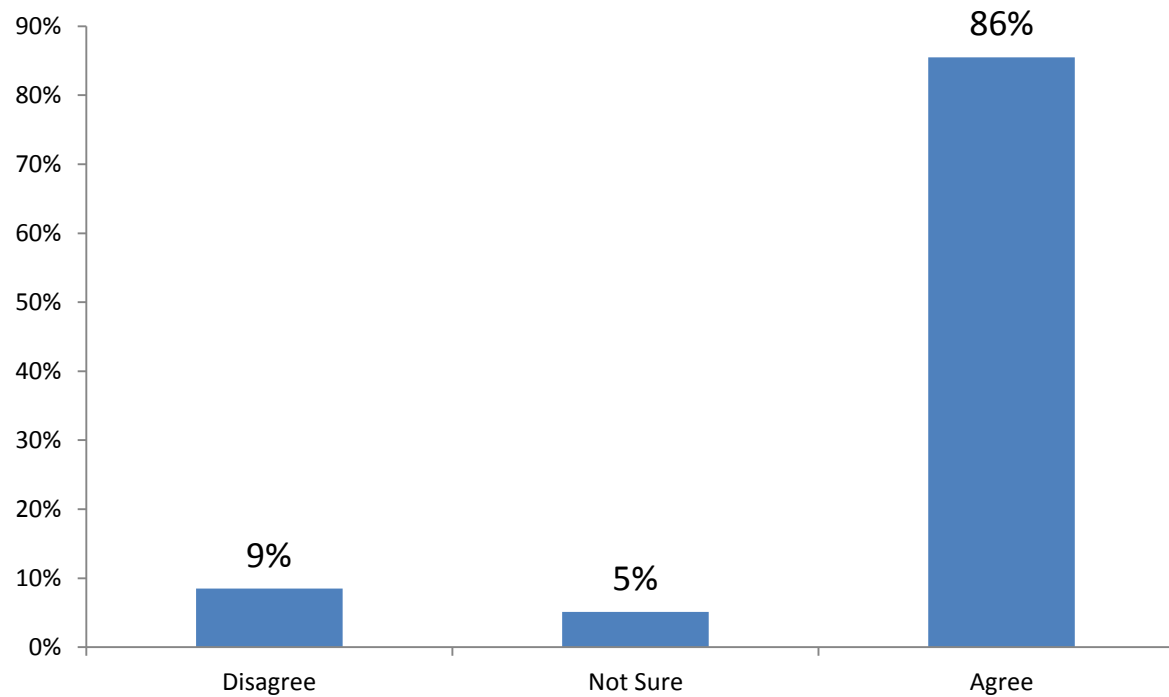
Reference From a Teacher Influence Hiring Decisions



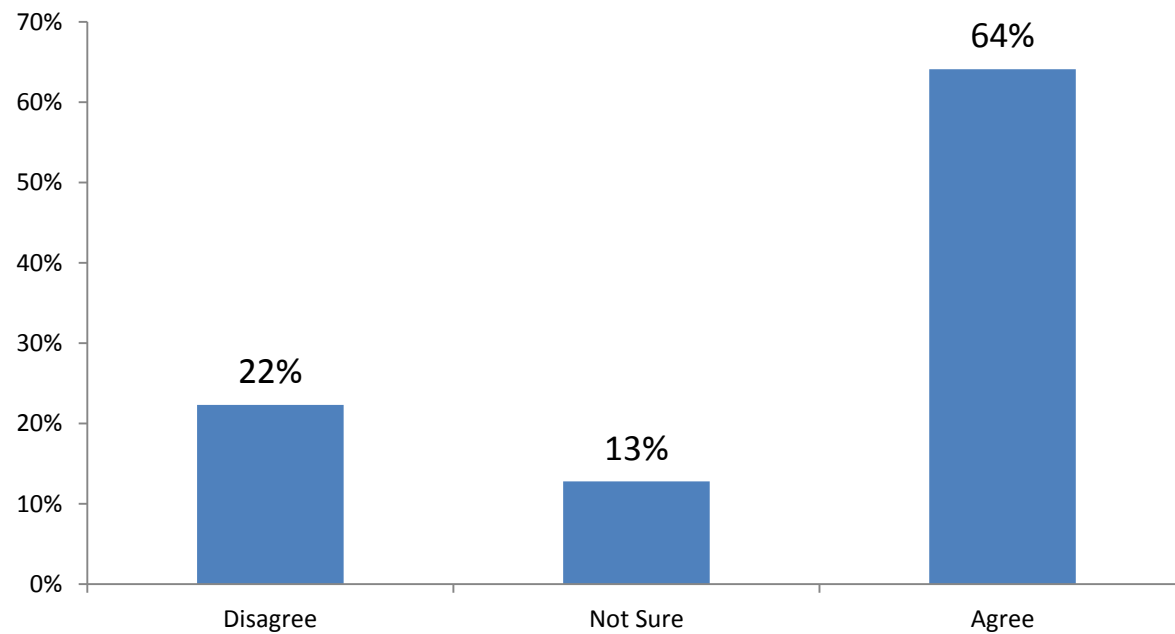
Reference by a School or Local Jobs Organization



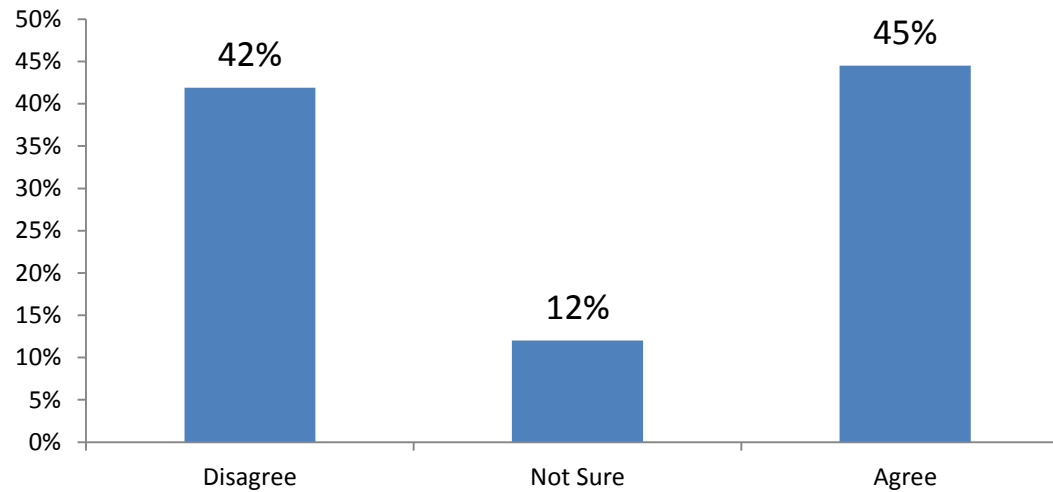
Referral by Current Employees



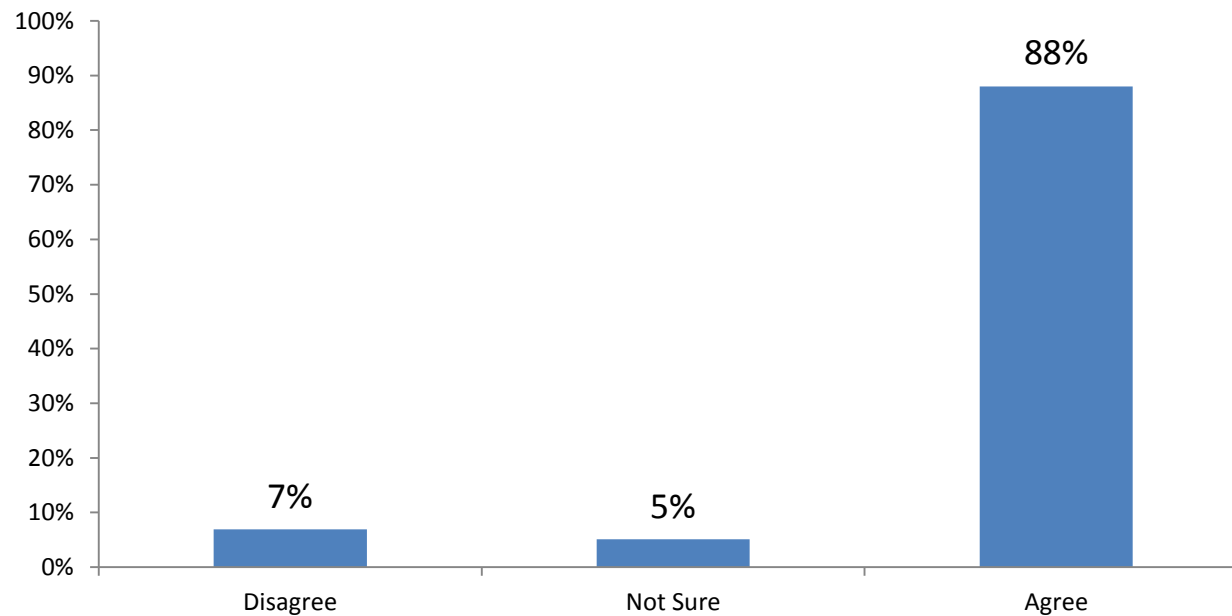
Referral by a Personal Friend, Neighbor, Relative or Colleague



Employers Will Be Reluctant to Hire a Teen that Lacks Work Experience



Impression that Employers Form of Applicants When Interviewd



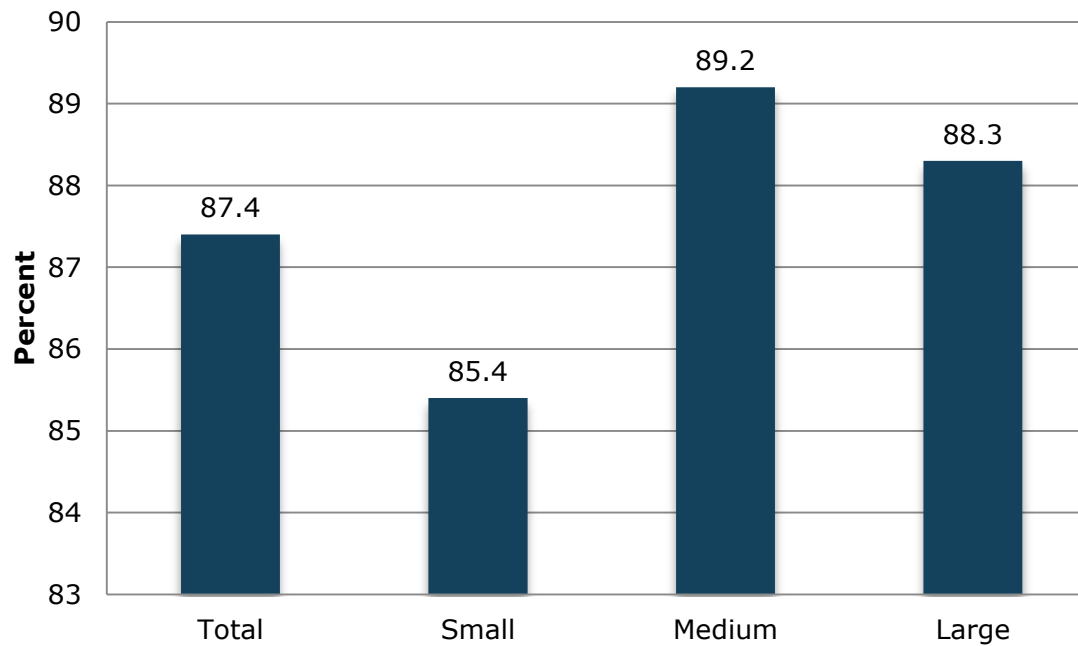
Recruiting and Screening Methods for Low-Income Jobs

Findings from a Study of Hiring in Northern California,
2003



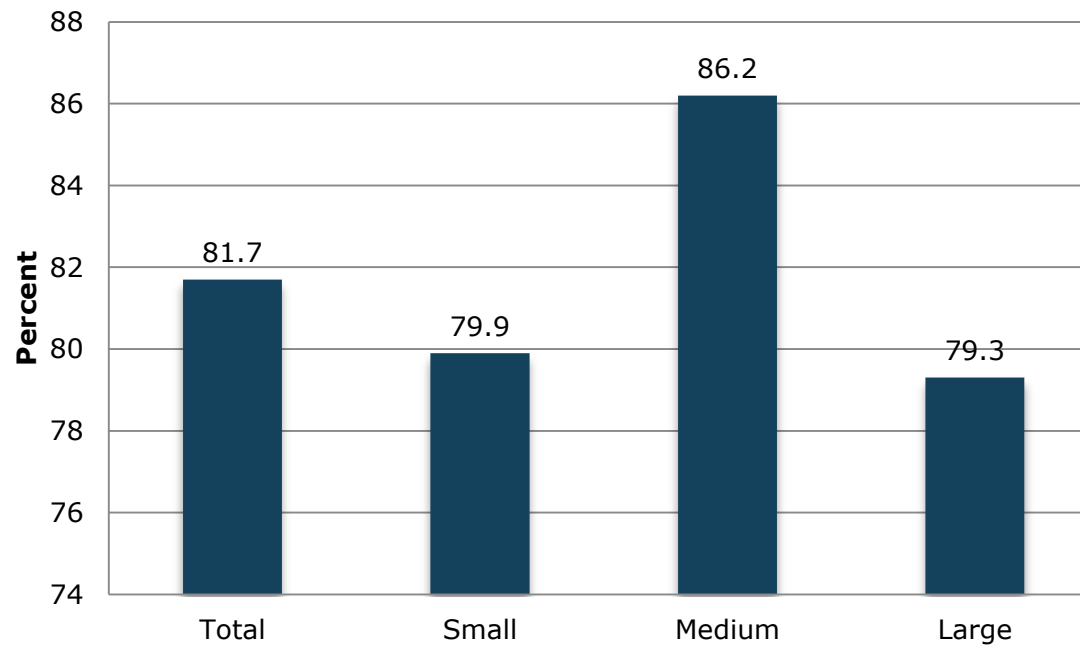
Recruitment Methods

Referrals or Walk ins

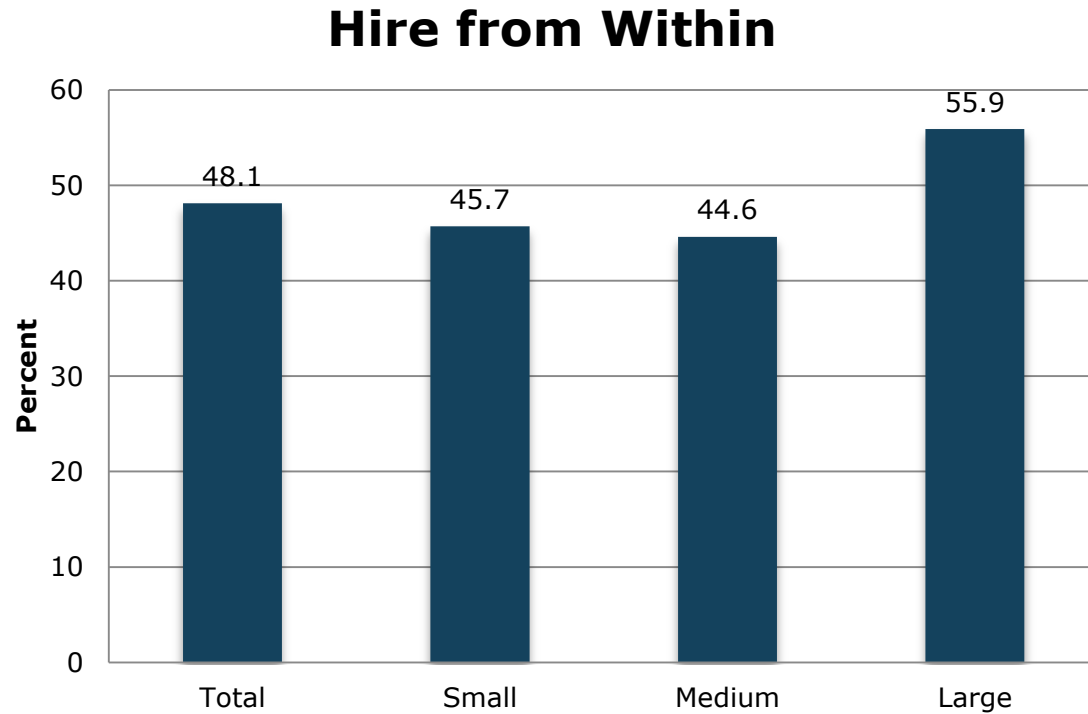


Recruitment Methods

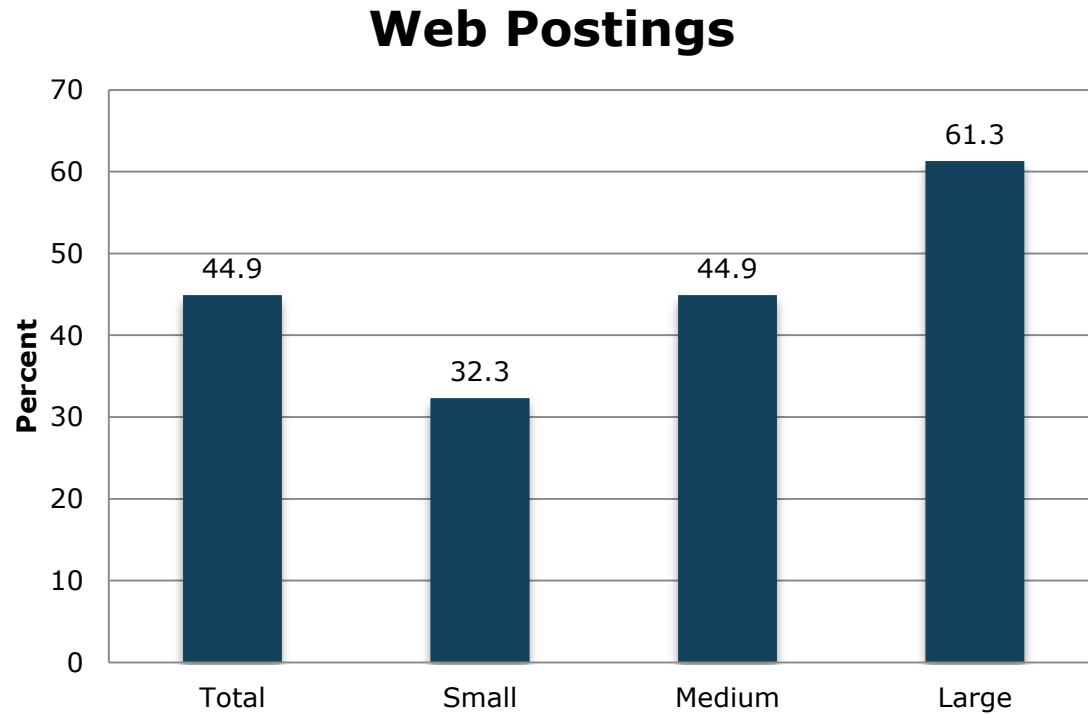
Verbal Networking



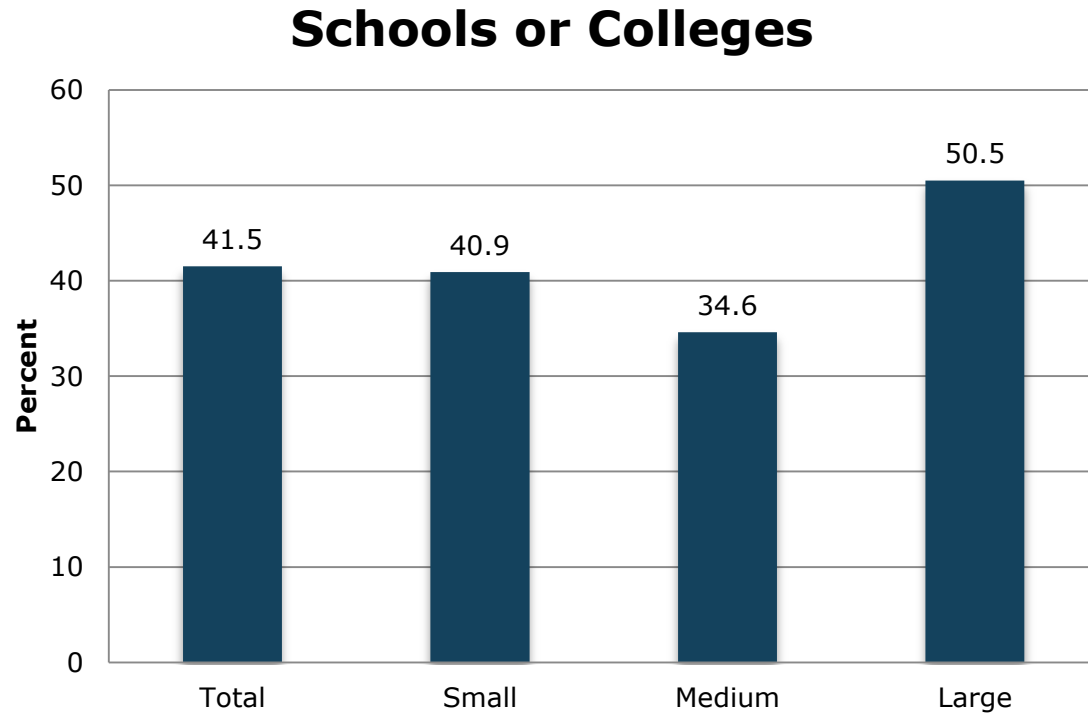
Recruitment Methods



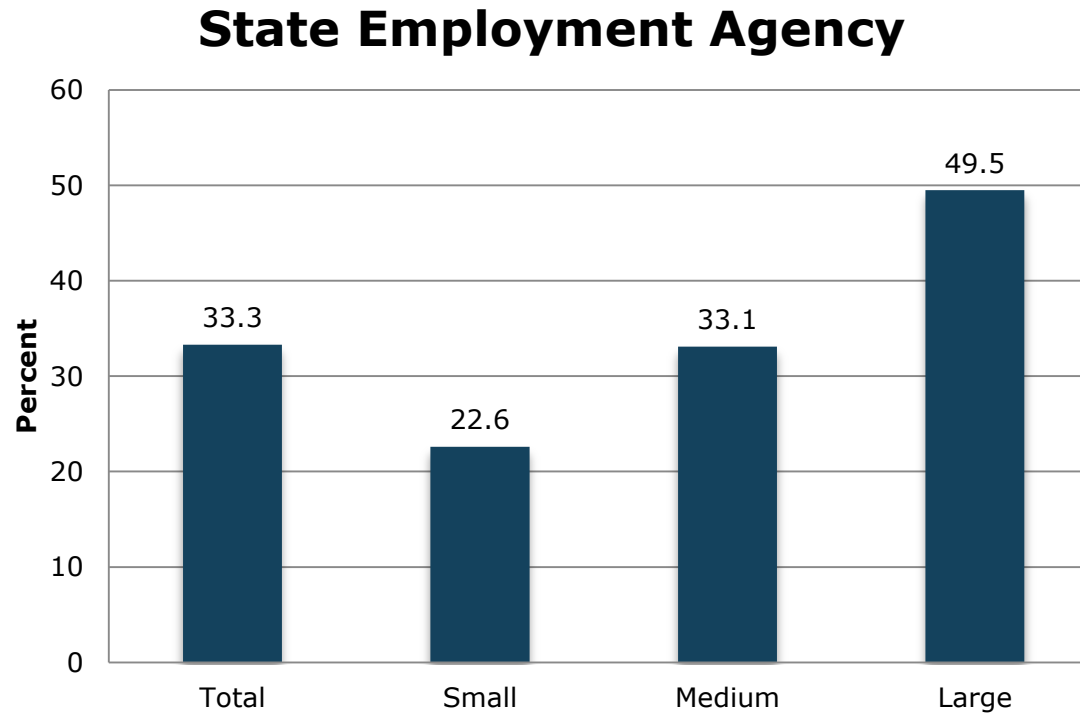
Recruitment Methods



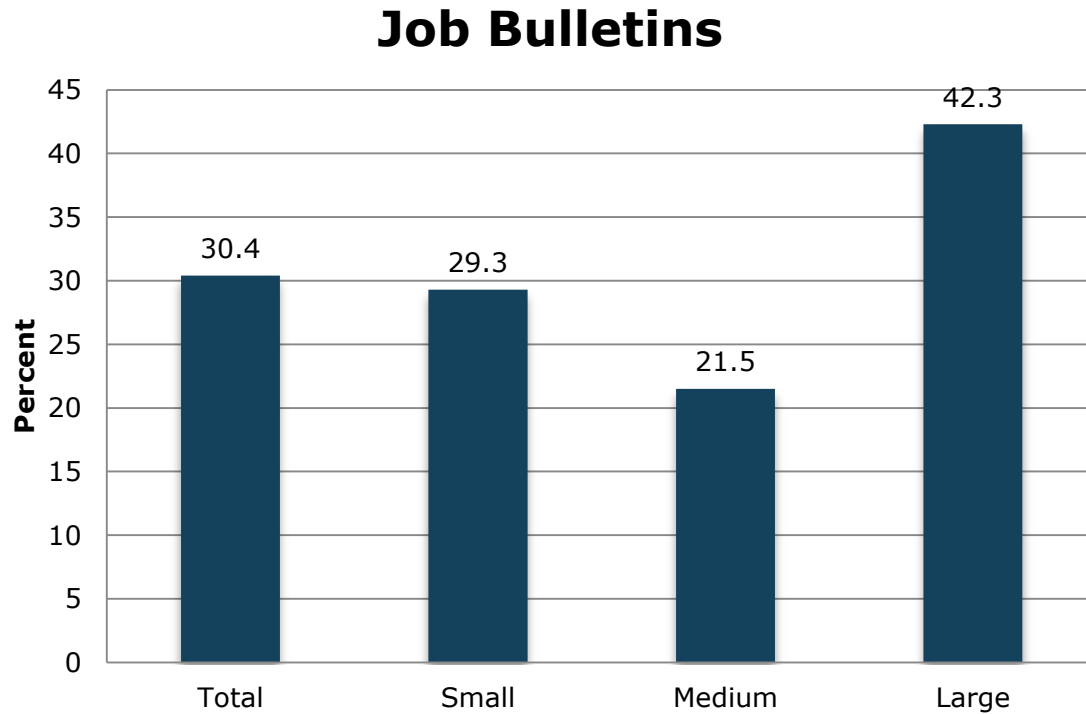
Recruitment Methods



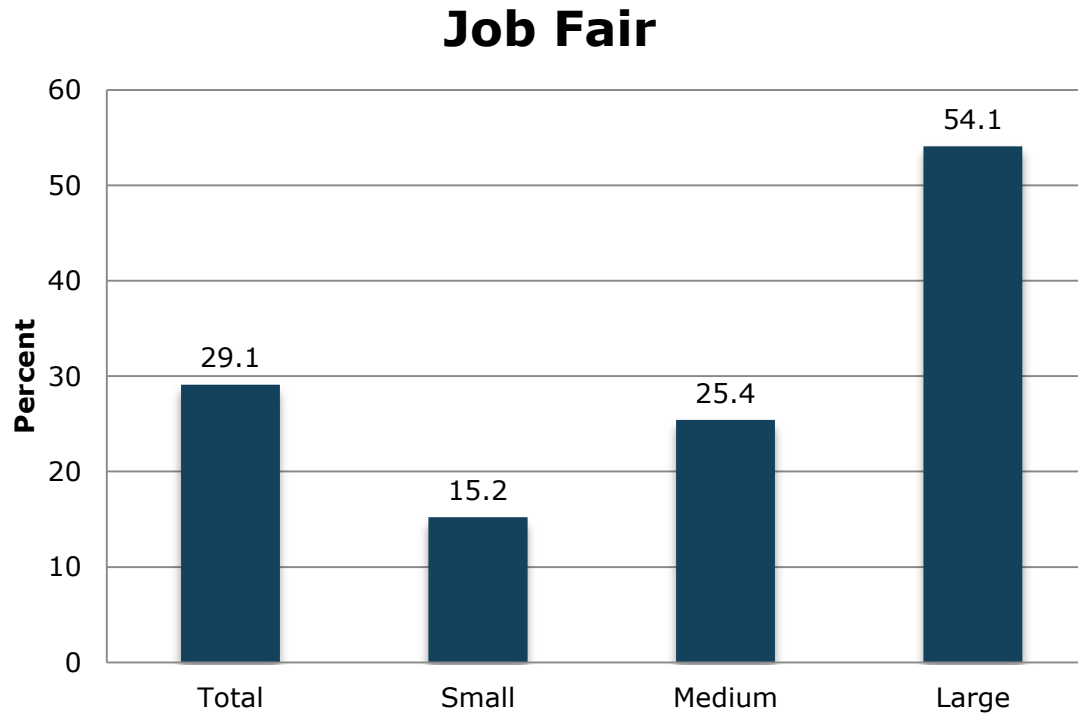
Recruitment Methods



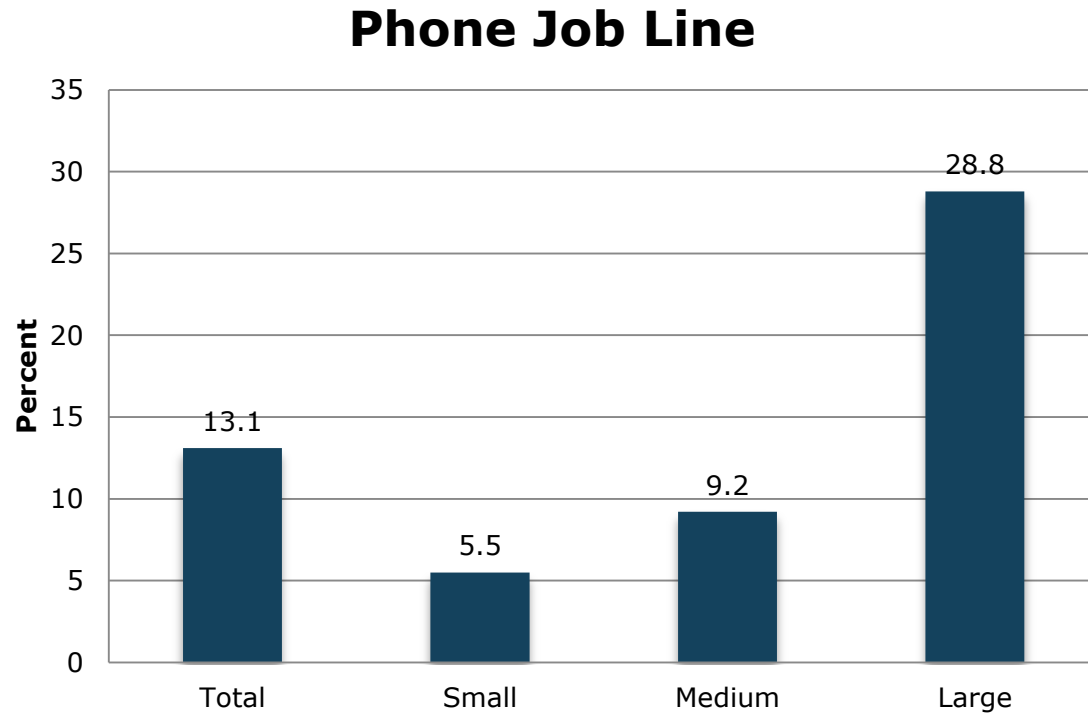
Recruitment Methods



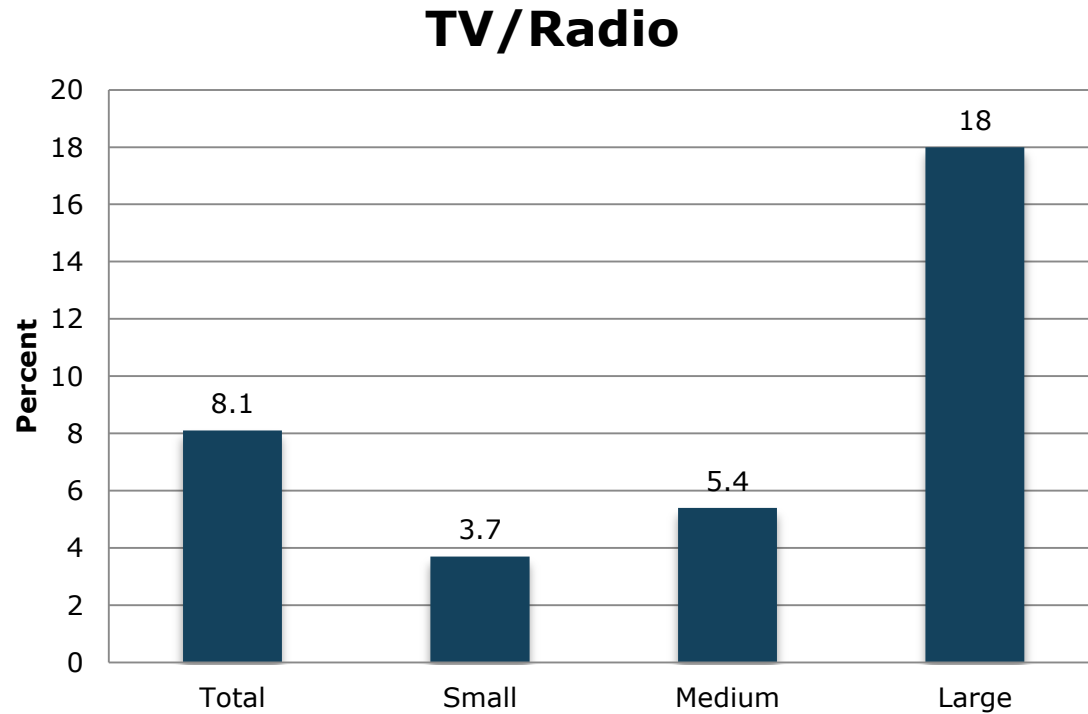
Recruitment Methods



Recruitment Methods

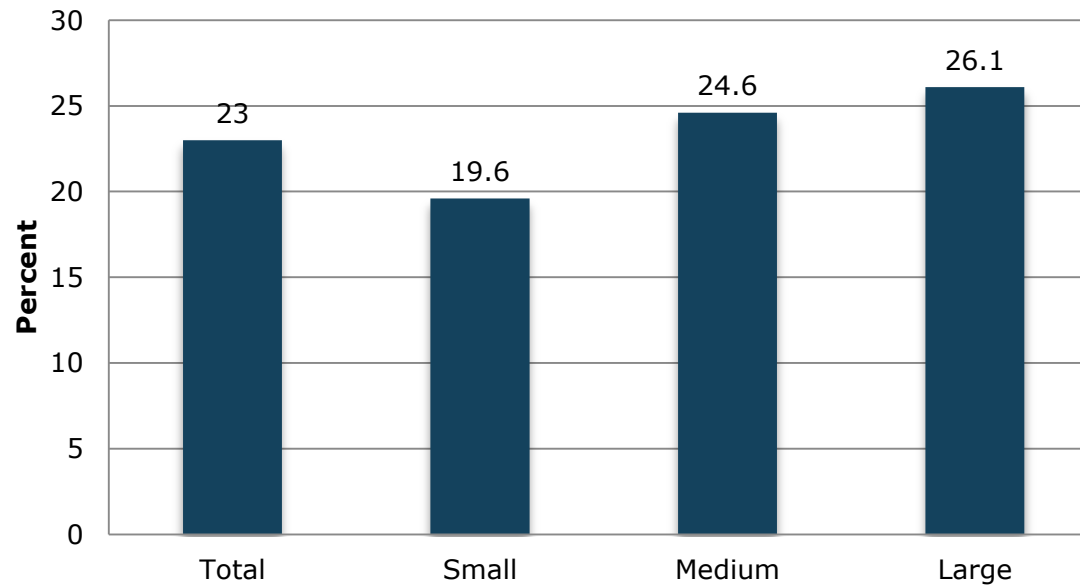


Recruitment Methods

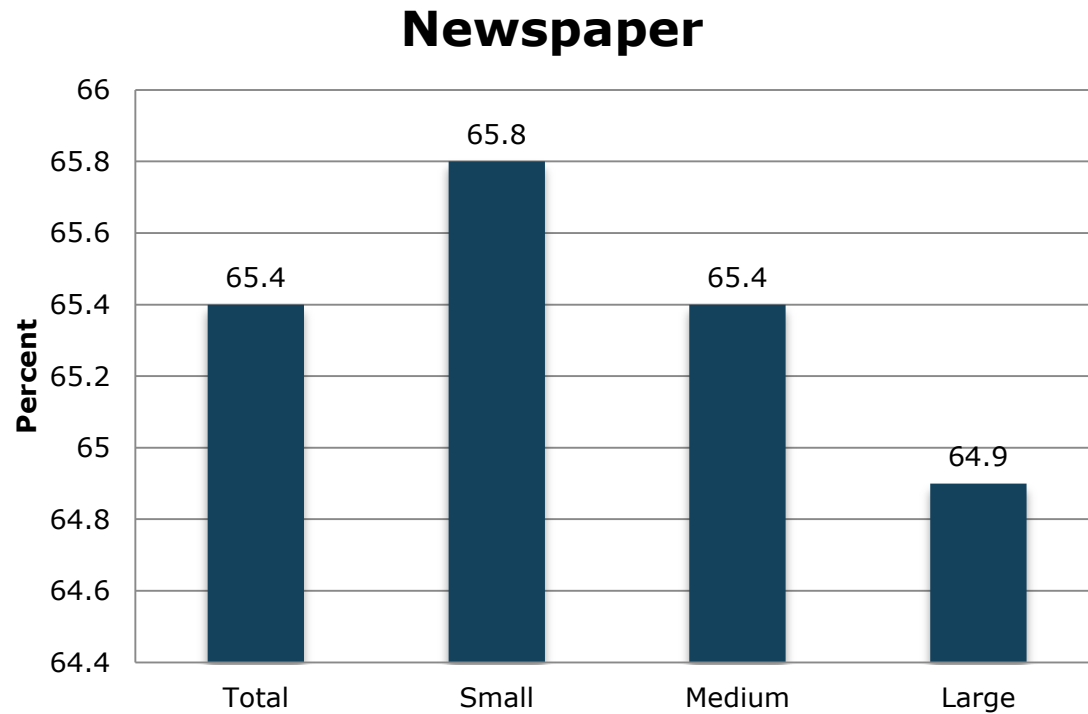


Recruitment Methods

Staffing Services or Temp Agencies

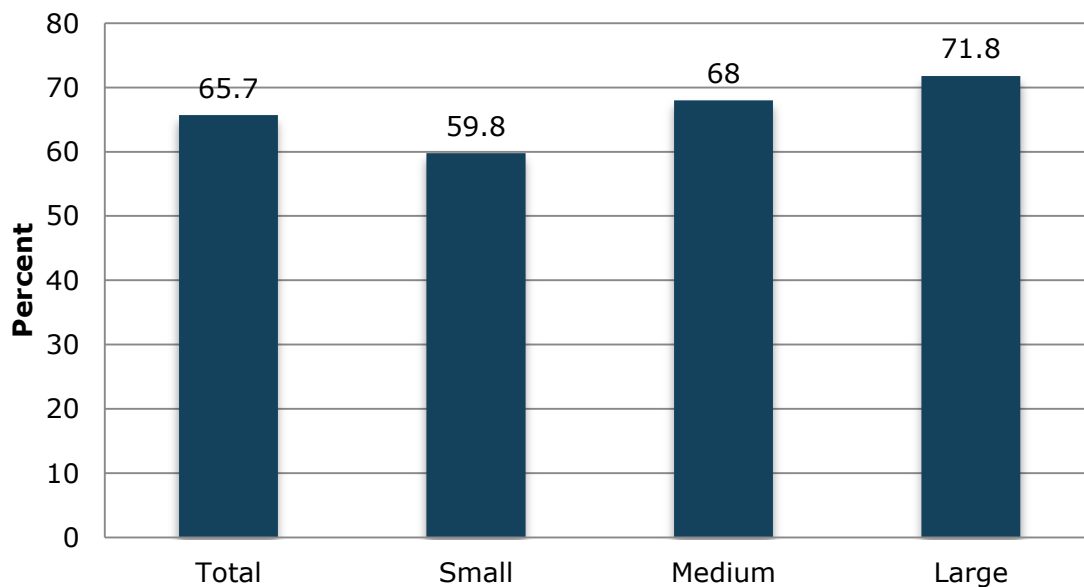


Recruitment Methods

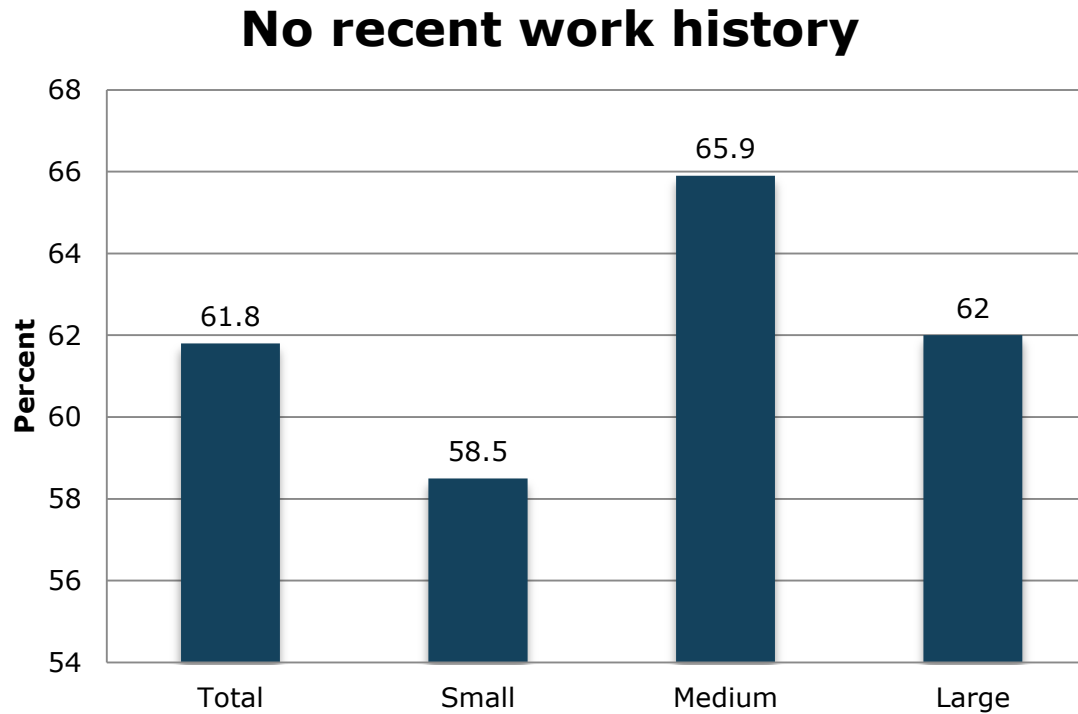


Screening Methods

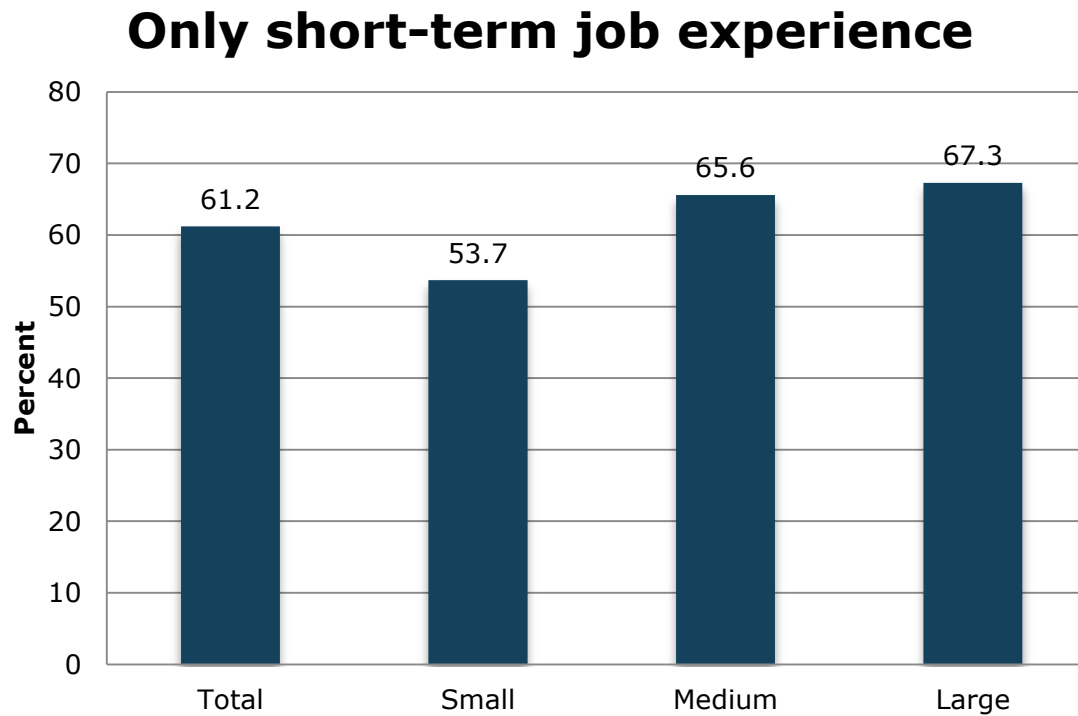
No long period of unemployment in the past



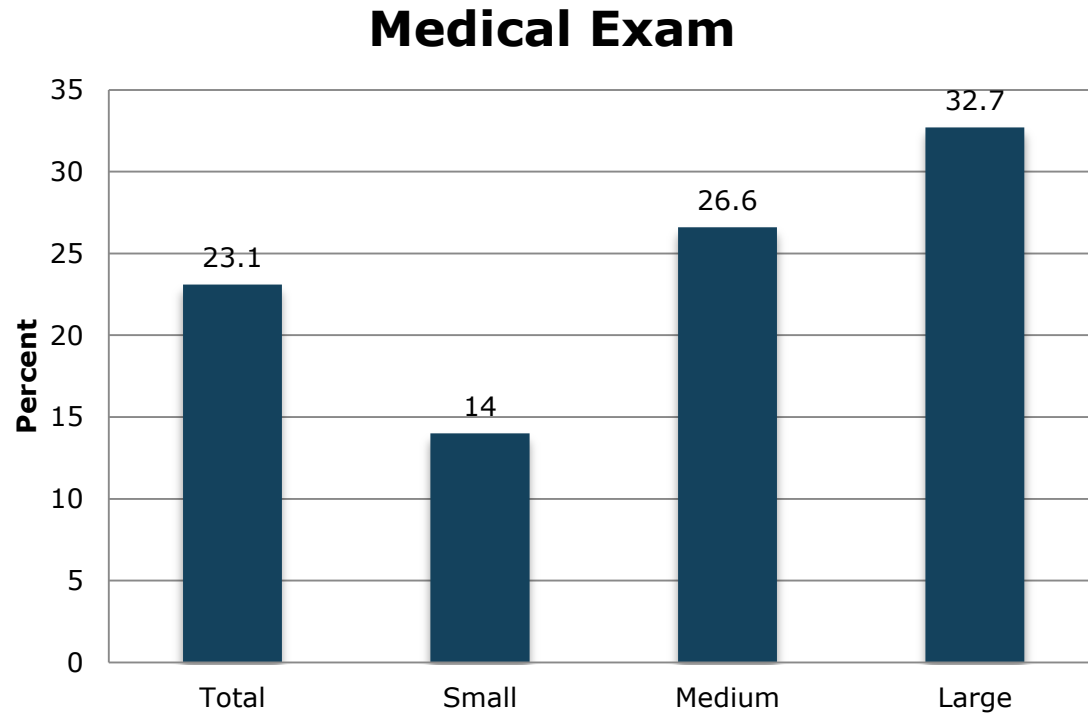
Screening Methods



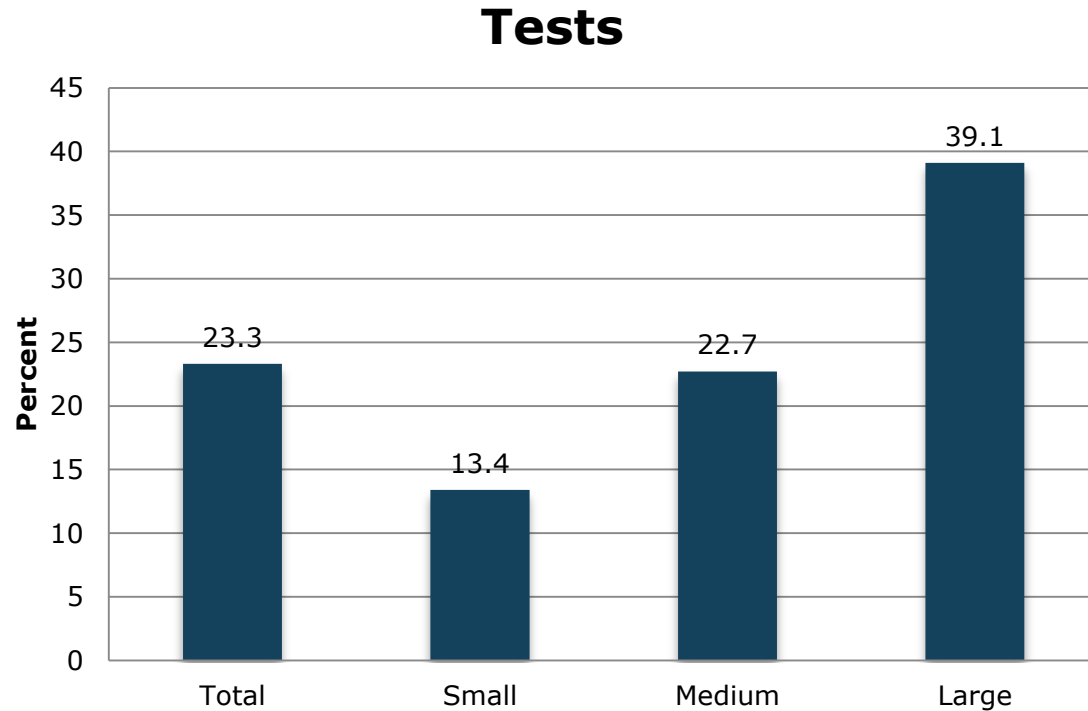
Screening Methods



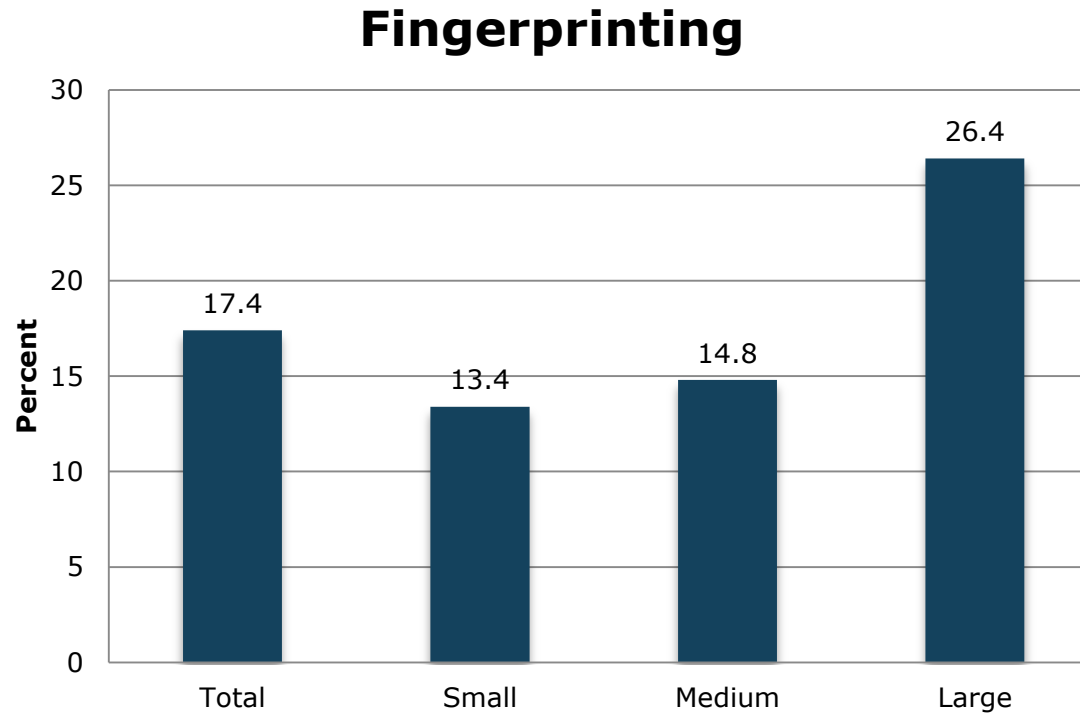
Screening Methods



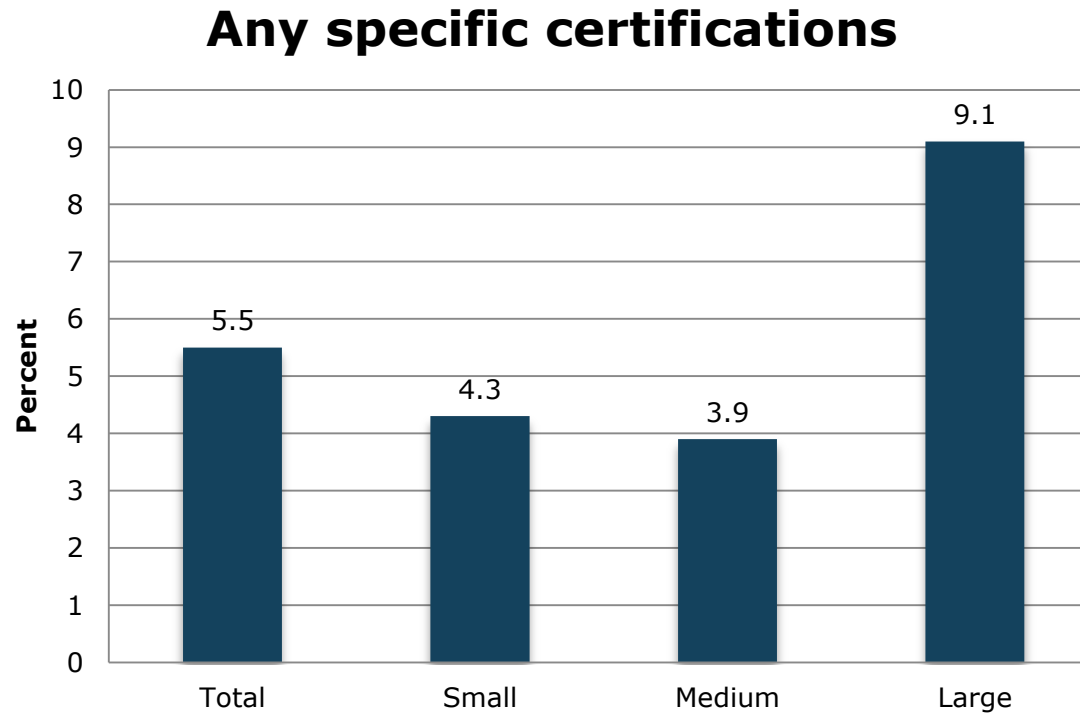
Screening Methods



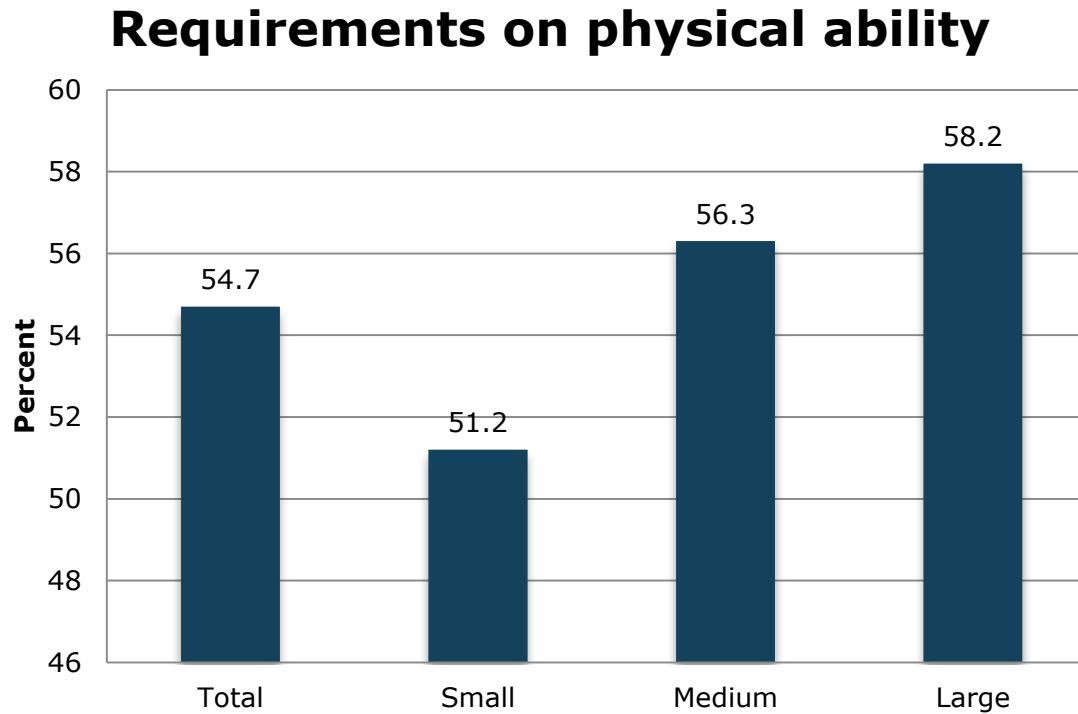
Screening Methods



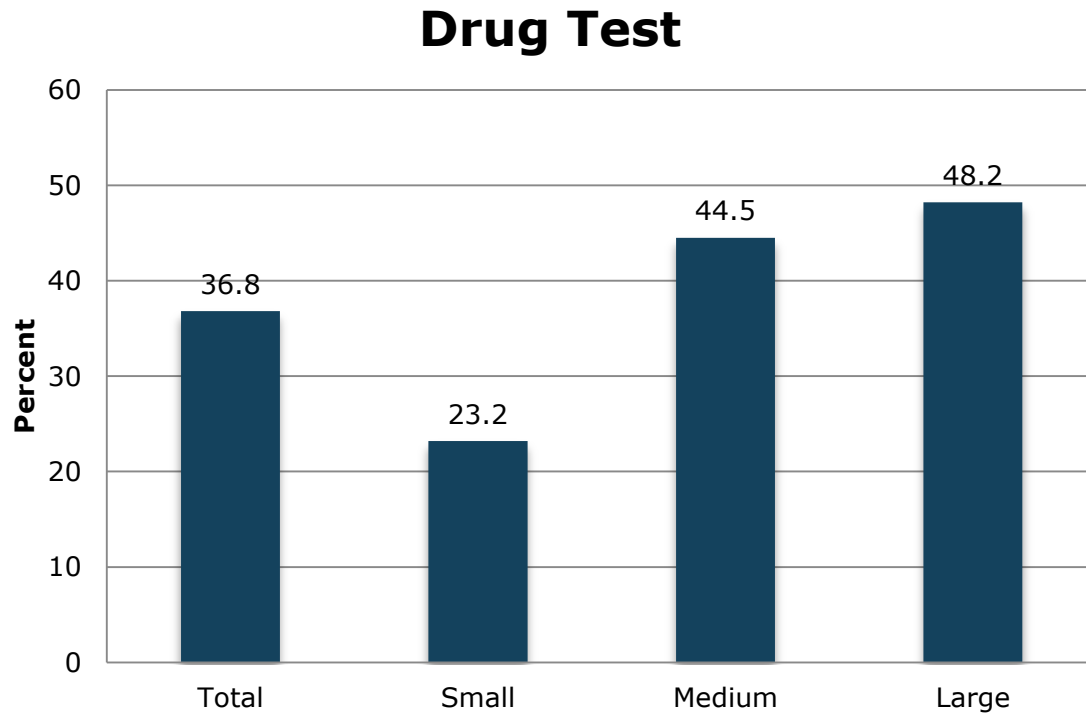
Screening Methods



Screening Methods

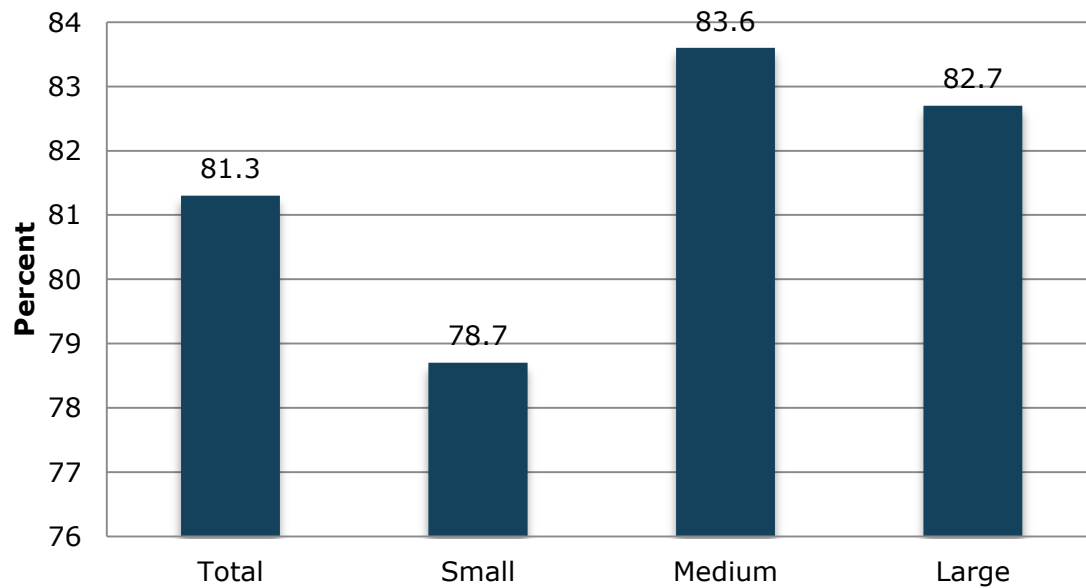


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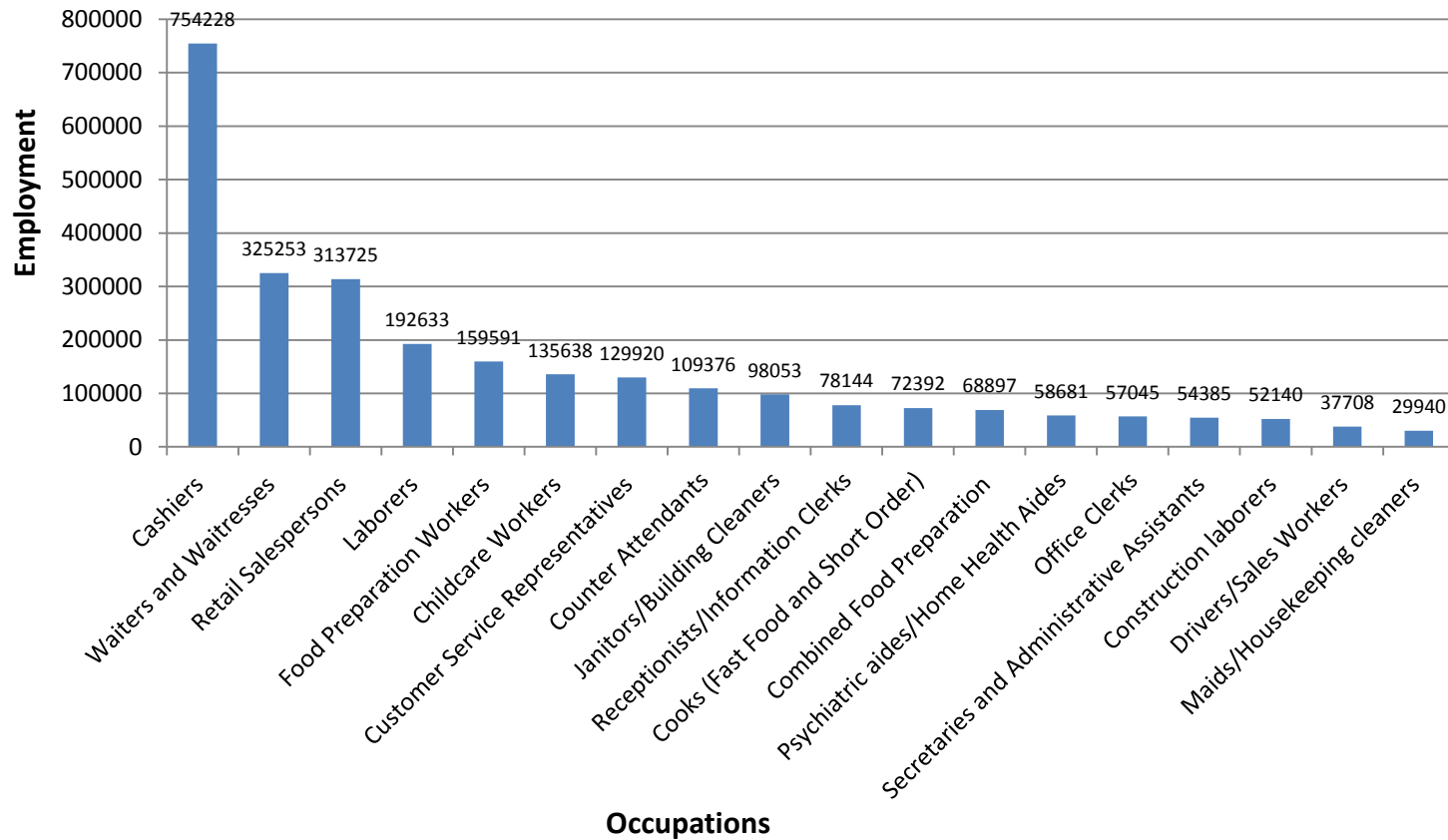
Screening Methods

References required for employment



Occupations

Top Occupations for 16-19 Year Olds



Job Zones

Job Zone	Description	Examples
1	occupations that need little or no preparation	Taxi Drivers, Counter/Rental Clerks, Construction Laborers, and Waiter/Waitresses
2	occupations that need some preparation	Customer Service Representatives, Physical Therapist Aides, and Tellers
3	occupations that need medium preparation	Food Service Managers, Electricians, Legal Secretaries, and Interviewers
4	occupations that need considerable preparation	Accountants, Teachers, Chemists, and Environmental Engineers
5	occupations that need extensive preparation	Librarians, Lawyers, Aerospace Engineers, Surgeons, and Treasurers

Zone 1

Education

Some of these occupations may require a high school diploma or GED certificate.

Experience

Little or no previous work-related skill, knowledge, or experience is needed for these occupations.

Example: a person can become a waiter or waitress even if he/she has never worked before.

Training

Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

Zone 2

Education

These occupations usually require a high school diploma.

Experience

Some previous work-related skill, knowledge, or experience is usually needed.

Example: a teller would benefit from experience working directly with the public.

Training

Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.

Zone 3

Education

Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.

Experience

Previous work-related skill, knowledge, or experience is required for these occupations.

Example: an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Training

Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

Zone 4

Education

Most of these occupations require a four-year bachelor's degree, but some do not.

Experience

A considerable amount of work-related skill, knowledge, or experience is needed for these occupations.

Example: an accountant must complete four years of college and work for several years in accounting to be considered qualified.

Training

Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Zone 5

Education

Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D.

Experience

Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience.

Example: surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Training

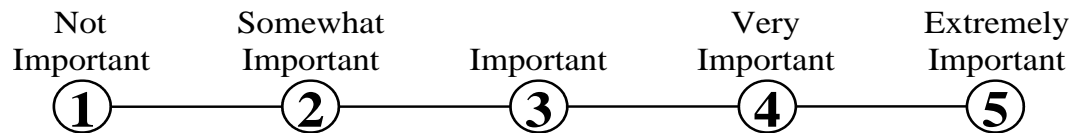
Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Work Activities Survey

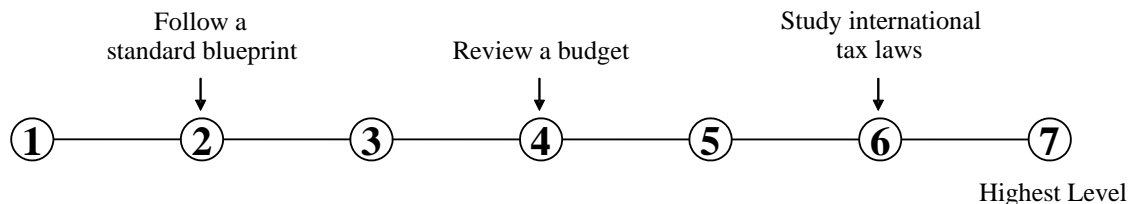
*A **Work Activity** is a set of similar actions that are performed together in many different jobs.*

Sample Question:

How important is GETTING INFORMATION to the performance of *your current job*?



What level of GETTING INFORMATION is needed to perform *your current job*?



Work Activities

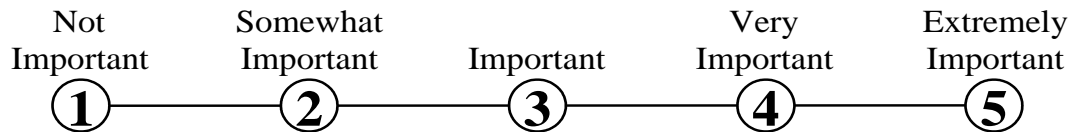
Descriptors	Top 20 Occupations for 16-19 Year Olds (Weighted Average)	Top 20 Occupations for 16-19 Year Olds (Unweighted Average)	Job Zone 1	Job Zone 2	Job Zone 3	Job Zone 4
Getting Information	13.09	12.21	11.77	14.30	18.79	20.72
Communicating with Persons Outside Organization	10.31	8.56	7.57	9.23	12.03	16.40
Communicating with Supervisors, Peers, or Subordinates	14.59	12.85	11.60	14.69	16.88	19.62
Identifying Objects, Actions, and Events	11.43	11.86	12.63	13.55	17.76	17.40
Making Decisions and Solving Problems	10.11	9.34	10.25	13.76	19.51	19.34

Abilities Survey

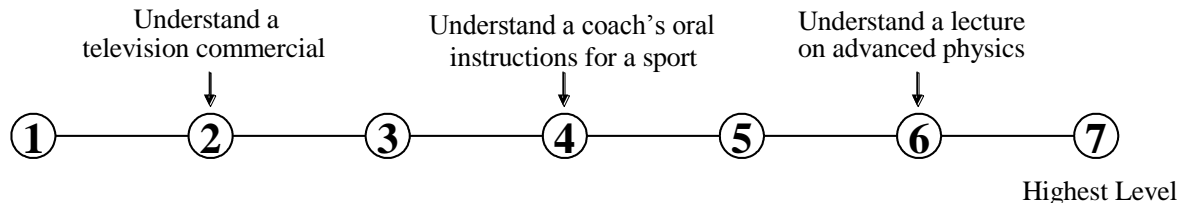
*An **Ability** is an enduring talent that can help a person do a job.*

Sample Question:

How important is ORAL COMPREHENSION to the performance of *your current job*?



What level of ORAL COMPREHENSION is needed to perform *your current job*?



Abilities

Descriptors	Top 20 Occupations for 16-19 Year Olds (Weighted Average)	Top 20 Occupations for 16-19 Year Olds (Unweighted Average)	Job Zone 1	Job Zone 2	Job Zone 3	Job Zone 4
Oral Expression	12.49	12.23	15.94	15.61	17.01	17.30
Speech Recognition	11.21	10.85	11.87	12.52	11.28	15.54
Written Comprehension	9.60	10.70	12.62	13.37	14.61	16.96
Near Vision	10.54	10.70	12.00	13.03	12.44	13.92

Abilities

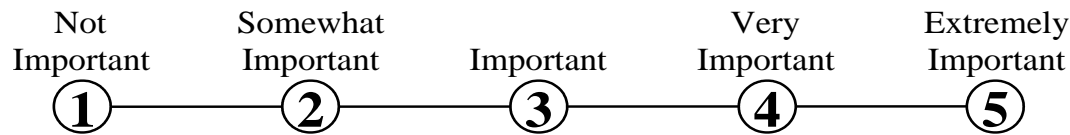
Descriptor	Job Zone 4	Cashiers	Fast Food	Janitors	Laborers	Retail Salespersons
Oral Comprehension	17.50	12.67	12.11	9.01	10.56	15.99
Oral Expression	17.30	12.19	9.36	8.25	9.36	15.45
Speech Recognition	15.54	10.55	9.00	6.85	8.25	13.10
Written Comprehension	16.96	9.73	9.00	5.36	9.39	10.56
Inductive Reasoning	15.03	9.00	5.66	7.20	7.57	9.00
Problem Sensitivity	15.30	8.99	8.25	7.20	8.25	10.14
Deductive Reasoning	15.79	8.64	7.21	7.20	7.57	9.00

Skills Survey

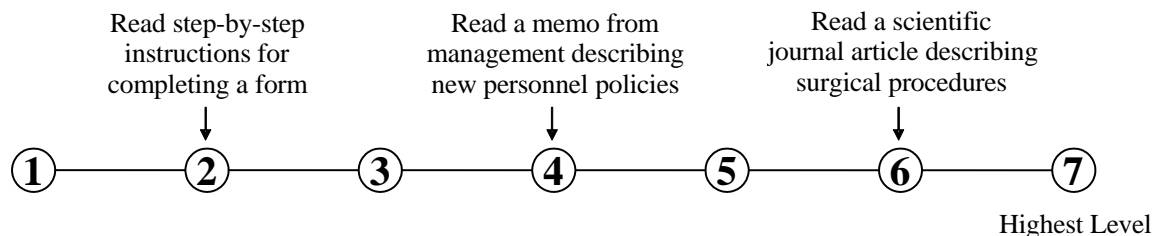
*A **Skill** is the ability to perform a task well. It is usually developed over time through training or experience.*

Sample Question:

How important is READING COMPREHENSION to the performance of *your current job*?



What level of READING COMPREHENSION is needed to perform *your current job*?



Skills

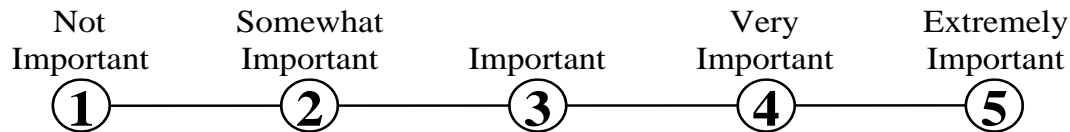
Descriptors	Top 20 Occupations for 16-19 Year Olds (Weighted Average)	Top 20 Occupations for 16-19 Year Olds (Unweighted Average)	Job Zone 1	Job Zone 2	Job Zone 3	Job Zone 4
Active Listening	10.34	10.44	9.09	10.60	13.60	15.15
Mathematics	4.97	4.38	4.22	5.01	5.82	9.23
Time Management	7.13	7.39	7.99	8.30	10.14	11.31
Critical Thinking	8.80	8.91	8.41	10.25	13.47	15.23
Judgment and Decision Making	6.95	6.96	7.18	8.40	11.51	12.91

Knowledge Survey

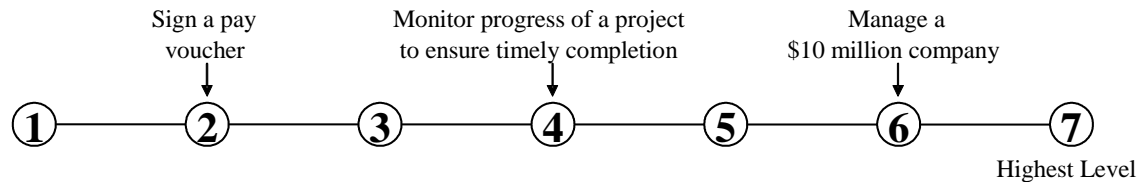
Knowledge Areas are sets of facts and principles needed to address problems and issues that are part of a job.

Sample Question:

How important is ADMINISTRATION AND MANAGEMENT knowledge to the performance of *your current job*?



What level of ADMINISTRATION AND MANAGEMENT knowledge is needed to perform *your current job*?



Knowledge

Descriptor	Job Zone 4	Cashiers	Fast Food	Janitors	Laborers	Retail Salespersons
Customer and Personal Service	13.56	16.28	11.03	8.18	8.50	20.51
English Language	17.86	8.65	6.44	3.40	9.45	10.82
Mathematics	14.06	12.74	5.42	2.59	8.91	9.45
Administration and Management	11.68	3.20	5.12	4.37	5.35	8.38
Education and Training	13.35	5.49	5.16	2.54	7.22	4.88

Knowledge

Descriptors	Top 20 Occupations for 16-19 Year Olds (Weighted Average)	Top 20 Occupations for 16-19 Year Olds (Uweighted Average)	Job Zone 1	Job Zone 2	Job Zone 3	Job Zone 4
Customer and Personal Service	15.34	13.75	13.81	12.32	17.55	13.56
English Language	9.28	9.42	8.09	9.69	13.62	17.86
Mathematics	8.31	6.64	6.49	8.36	10.08	14.06
Administration and Management	4.88	5.41	7.99	7.67	9.14	11.68
Education and Training	5.48	6.27	7.41	8.16	12.59	13.35

Work Style Survey

*A **Work Style** is a personal characteristic that can affect how well someone does a job.*

Sample Question:

How important is ACHIEVEMENT/EFFORT to the performance of *your current job*?



Graduation Rates in 2-year Community colleges in Washington in 2011

Institution name	Enrolled 2008	Graduated by 2011	Transferred by 2011	Grad Rate	Transfer Rate	Positive Outcomes Rate
Bellingham Technical College	129	64	1	49.6%	0.8%	50.4%
Clover Park Technical College	250	80	43	32.0%	17.2%	49.2%
Bates Technical College	218	94	7	43.1%	3.2%	46.3%
Renton Technical College	131	81	8	61.8%	6.1%	67.9%
Statewide Total	728	319	59	43.8%	8.1%	51.9%

Associate Degree Completion in 2-year Public Technical Colleges in Washington in 2007-2011

Major Area of Study	2007	2008	2009	2010	2011	Absolute Change	Relative Change
Criminal Justice	25	19	19	38	40	15	60.0%
Health Sciences	205	299	329	286	412	207	101.0%
Business	60	59	75	94	89	29	48.3%
Eng. And Comp. Sciences	423	417	436	584	686	263	62.2%
Education	35	21	22	13	14	-21	-60.0%
Law	10	8	15	8	15	5	50.0%
Arts and Humanities	15	13	18	13	17	2	13.3%
Sciences	16	6	26	9	12	-4	-25.0%
Personal Services	25	27	60	41	56	31	124.0%
Total	814	869	1000	1086	1341	527	64.7%

Associate Degree Completion in 2-year Public Non-Technical Colleges in Washington in 2007-2011

Major Area of Study	2007	2008	2009	2010	2011	Absolute Change	Relative Change
Criminal Justice	226	200	160	240	264	38	16.8%
Health Sciences	2346	2597	2210	2359	2662	316	13.5%
Business	1408	1524	1627	1805	2133	725	51.5%
Eng. And Comp. Sciences	1342	1305	962	1151	1620	278	20.7%
Education	214	191	156	201	278	64	29.9%
Law	180	167	134	150	170	-10	-5.6%
Arts and Humanities	9282	8866	8967	9119	10599	1317	14.2%
Sciences	319	303	286	350	444	125	39.2%
Personal Services	118	129	97	92	101	-17	-14.4%
Total	15435	15282	14599	15467	18271	2836	18.4%

Associate Degree Completion in 4-year Public Associate's Degree Granting Institutions in Washington in 2007-2011

Major Area of Study	2007	2008	2009	2010	2011	Absolute Change	Relative Change
Criminal Justice	54	62	60	45	43	-11	-20.4%
Health Sciences	390	597	607	662	791	401	102.8%
Business	400	511	537	505	640	240	60.0%
Eng. And Comp. Sciences	526	531	695	613	805	279	53.0%
Education	44	38	45	31	47	3	6.8%
Law	15	19	10	13	14	-1	-6.7%
Arts and Humanities	3021	3120	3312	3506	3722	701	23.2%
Sciences	114	109	89	122	127	13	11.4%
Personal Services	65	87	82	55	145	80	123.1%
Total	4629	5074	5437	5552	6334	1705	36.8%